HE5.77:6/9

EDUCATIONAL RESOURCES INFORMATION CENTER

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Volume 6 Number 9

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research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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ED 050 298-051 433

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**
Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.75 HC-$5.24
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 050 298 AA 000 694

Educational Development and Research Catalog.

Conference for Educational Development, Denver, Colo. Information Office.

Pub Date Mar 71

Note—397p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Catalogs, *Educational Research, *Program Descriptions, *Regional Laboratories, *Research and Development Centers

Identifiers—ESEA, Title IV, Vocational Education Act

This catalog contains fact sheets for federally funded research and development projects that are being carried out by 22 of the 23 organizations that co-sponsor the Information Office of the Conference for Educational Development and Research. Nine of the reporting organizations are university-based research and development centers, and 13 are regional educational laboratories. The fact sheet contains an abstract of the project, the name of the principal investigator, the target audience, the completion date of the project, a statement as to purpose and outcome, and a development time-line. The projects are referenced and cross-referenced under 18 selected categories: Organization and Administration, System Approaches, Curriculum - Instruction, Individualized Instruction, Evaluation - Testing, Early Childhood, Reading, Bilingual Education, Disadvantaged, Urban Education, Rural - Isolated, Counseling - Guidance, Vocational Education, Adult Education, Higher Education, Influence Groups, Interpersonal Relations, and Teacher Education. An updated revision of the catalog will be issued in September. (DB)

ED 050 299 24 AA 000 695

Searcy, Ellen Ouhl

Federal Early Childhood Programs: A Description and Analysis of Research, Child Care, State Grant and Teacher Training Programs Pertaining to Young Children. Interim Report.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Report No—Doc-04152-N-CA-R-26

Bureau No—BR-6-2875

Pub Date Dec 70

Note—255p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Child Care, *Child Development, *Early Childhood Education, *Educational Research, *Federal Programs, Learning Processes, *Research Projects, Teacher Education

Identifiers—National Program Early Childhood Education, NPECE

The main objectives of this report about the Federal effort in early learning research are to assist the National Program on Early Childhood Education (NPECE) in planning its research and development program, to identify predicted "popular" areas of research for the future, and to identify possible NPECE funding sources. The report contains a variety of information about educational programs of the Office of Child Development, the U.S. Office of Education, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Office of Economic Opportunity, and the child care programs of the Appalachian Regional Commission and the Social and Rehabilitation Service. The report is comprised of four sections: Section I defines the area "early learning"; Section II identifies the bureaus, divisions or branches within agencies that are involved in early learning research, and describes the general educational research activities of these groups; Section III discusses a set of "fact sheets," one for each program that is focused on early childhood research, as well as for relevant miscellaneous programs; and Section IV contains a listing of project titles and money funded for FY 70, with tentative conclusions regarding research trends and needs. (Author/DB)

ED 050 300 AA 000 696

Adams, Raymond S. And Others

Linguistics and the Training of Teachers of the Disadvantaged: A Final Report - Part I.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 69

Grant—OEG-0-9-354719-1712-725

Note—265p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Disadvantaged Groups, *Educational Programs, *Linguistics, *Teacher Education, *Trainees

Identifiers—Training Teacher Trainers Project, University of Missouri

The potential relevance of linguistics in the development of a teacher training program is investigated. The investigation is comprised of: (1) the deliberations of the Linguistics consortium; (2) a condensed version of the material abstracted in a literature search; (3) a conceptual mapping of the field, with listings of relevant facts; and (4) a summation. The consortium focuses on, "What linguistic knowledge and insight the teachers of underprivileged children should know, think, feel and understand." The abstracts appear in the following format: author, bibliographical data, a descriptive statement of the item's nature, data-supported points or points known to be data supportable, data-free assertions, authors' recommendations, and comments when applicable. Information derived from the abstracts is presented under the following categories: Sub-cultural Patterns, Dialects and Usage, Non-standard Negro English, Indians, Spanish-Americans, Intellectual Development and Performance, Bilingualism, Language and Language Arts, Reading, Linguistic Methods, Project Head Start, and Pre-school Language Projects. It is concluded that teachers should be trained in an "acceptant" approach to language in teaching. For related documents, see ED 050 301-306. (CK)

ED 050 301 AA 000 697

Adams, Raymond S. And Others

Sociology and the Training of Teachers of the Disadvantaged: A Final Report - Part II.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Grant—OEG-0-9-354719-1712-725

Note—381p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—American Indians, *Disadvantaged Groups, *Educational Programs, Minority Groups, Negroes, *Social Problems, *Sociology, *Teacher Education

Identifiers—Training Teacher Trainers Project, University of Missouri

The potential relevance of sociology in the development of a teacher training program is examined. Investigation of the sociology area is effected through: (1) the deliberations of a Sociology consortium; (2) a condensed version of material abstracted in a literature search; (3) a conceptual mapping of the field accompanied by a brief listing of relevant facts; and (4) a summation that outlines the broad basis on which the teacher training program will be based. The first step in developing a program is to establish a rational basis for program planning, which should be followed by the drawing up of behavioral objectives. These would specify what experiences the trainees had to have, and what behavioral outcomes would be required. What the sociologi-

cal perspective points up is the essential and essentially systemic nature of social interaction. For related documents, see ED 050 300 and ED 050 302-306. (CK)

ED 050 302 AA 000 698
Adams, Raymond S. And Others
Psychology and the Training of Teachers of the Disadvantaged: A Final Report - Part III.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 70
Grant—OEG-0-9-354719-1712-725
Note—187p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, Behavioral Objectives, *Disadvantaged Youth, *Psychology, *Student Teacher Relationship, *Teacher Education
Identifiers—Training Teacher Trainers Project, University of Missouri
The potential relevance of psychology in the development of a program for training teachers of the disadvantaged is the focus of this report. Strategy employed to examine the psychology area consisted of: (1) a consortium, made up of five leaders in the field and a moderator; (2) an extensive search of contemporary literature, with abstracts of relevant items, and organization of the abstracts as to statements of empirically supportable facts, statements not empirically supported, recommendations, and needed comments. This report presents: (1) the deliberations of the Psychology consortium; (2) a condensed version of the material abstracted in the literature search; (3) a conceptual mapping of the field, accompanied by brief listings of relevant facts; and (4) a final summation. The abstracted information appears under the headings of: The Disadvantaged Family; The Disadvantaged Environment and Cognition; The Disadvantaged Environment and Language; Self-Concept; Expectations; Attitudes; Teachers; and Programs. The summation discusses the Nature of Psychology and A Psychology of Disadvantage. In broad terms, it is concluded that psychological insight and understanding will help the teacher to understand disadvantaged children. For related documents, see ED 050 300-301 and ED 050 303-306. (DB)

ED 050 303 AA 000 699
Adams, Raymond S. And Others
Community Development and the Training of Teachers of the Disadvantaged: A Final Report - Part IV.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 70
Grant—OEG-0-9-354719-1712-725
Note—204p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Community Development, *Educational Programs, *Teacher Education, *Urban Areas
Identifiers—Training Teacher Trainers Project, University of Missouri
The potential relevance of community development in the development of a teacher training program is discussed. The discussion is comprised of: (1) the deliberations of a Community Development consortium; (2) a condensed version of the material abstracted in a literature search; (3) a conceptual mapping of the field, with brief listings of relevant facts; and (4) a final summation. The format of the abstracts is as follows: author, bibliographical data, a descriptive statement as to the nature of the item, any data-supported points or points known to be data supportable, assertions made by the sources, authors' recommendations, and comments when applicable. The information contained in the abstracts is then categorized and presented under the following headings: The Breakdown of the Community in Large Urban Areas; Problems of Identity; Difficulties in Cross-Cultural Communication; Holistic Approach; Identity Change; and Improving the Teacher's Cross-Cultural Knowledge and Skills. Following a discussion of how knowledge of community development is relevant to teachers of disadvantaged youth, it is concluded that community development's practices may provide educators with new insights, as well as new solutions to problems. For related documents, see ED 050 300-302 and ED 050 304-306. (CK)

ED 050 304 AA 000 700
Adams, Raymond S. And Others
Social Work and the Training of Teachers of the Disadvantaged: A Final Report - Part V.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 71
Grant—OEG-0-9-354719-1712-725
Note—193p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Consortia, *Disadvantaged Youth, Models, *Social Work, *Teacher Education, Teacher Role
Identifiers—Training Teacher Trainers Project, University of Missouri
The potential relevance of social work in the development of a teacher training program for teachers of disadvantaged children is investigated. Outcomes of the investigation are presented in the following discussions: (1) the deliberations of a Social Work consortium; (2) a condensed version of the material abstracted in the literature search; (3) a conceptual mapping of the field, accompanied by brief listings of relevant facts; and (4) a final summation. The information contained in the abstracts is grouped according to content under the following headings: The Family Unit; Negativism Toward the Poor; Impact on Poverty; Behavioral Characteristics of the Poor; Inferred Psychological Characteristics of the Poor; Characteristics of Thought Processes and Verbal Skills of the Poor; The Disadvantaged Negro and Other Minority Groups; Education and the Disadvantaged; and Recommendations for Education of the Disadvantaged. The summation discusses education-social work similarities and differences, an extrapolation from social work to education, teacher expectations, and the teacher in the organization. For related documents, see ED 050 300-303 and ED 050 305-306. (CK)

ED 050 305 AA 000 701
Gies, Frederick John Leonard, B. Charles
Educational Practice and the Training of Teachers of the Disadvantaged: A Final Report - Part VI.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 71
Grant—OEG-0-9-354719-1712-725
Note—164p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Bibliographic Citations, Consortia, *Disadvantaged Youth, Educational Research, *Teacher Education, *Teacher Educators
Identifiers—Training Teacher Trainers Project, University of Missouri
A program to improve the education of disadvantaged youth through better training of teacher trainers and teachers is being initiated at the University of Missouri (Columbia). The program consists of four operations: (1) Research and Development, (2) Activation, (3) Dissemination, and (4) Application and Evaluation. Not only is the training of a broad spectrum of personnel involved but also the production of a comprehensive training system complete with software. An edited transcript of an Educational Practitioners Consortium, held as part of the training program, is presented. A bibliography and abstracts of selected literature in the field of education are given. Information, observation, and recommendations are given of the following major beliefs or ideas derived from the abstracts: Teacher Training and Inservice Education; Philosophy and Goals of Education; School Classroom Climate and Organization; School Policies and Administration; Characteristics of the Disadvantaged Child; Compensatory Education; and Methods and Content of Instruction. For related documents, see ED 050 300-304 and ED 050 306. (DB)

ED 050 306 AA 000 702
Gies, Frederick John Leonard, B. Charles
Educational Theory and Research and the Training of Teachers of the Disadvantaged: A Final Report - Part VII.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 71
Grant—OEG-0-9-354719-1712-725
Note—190p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Bibliographic Citations, Consortia, *Disadvantaged Youth, Educational Researchers, *Teacher Education, *Teacher Educators
Identifiers—Training Teacher Trainers Project, University of Missouri
As part of a program to develop and implement a program for training teachers and teacher trainers of the underprivileged, five educators participated in an Educational Researchers' Consortium. An edited version of the educators' remarks and observations is presented. A bibliography and abstracts of literature in the field of education are given. The abstracts are categorized under the following topics: Attitudes of Parents; Environmental and Cultural Effects; The Disadvantaged Students; Teaching Language; Motivation; Achievement; Aspiration; Studies of the Students; Compensatory Education; Inservice Education and Teacher Training Programs; and Miscellaneous. For related documents, see ED 050 300-305. (DB)

ED 050 307 AA 000 703
Grotberg, Edith H., Ed.
Day Care: Resources for Decisions.
Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.
Pub Date Jun 71
Note—494p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Behavior Change, *Child Development, *Cognitive Processes, Community Involvement, *Day Care Services, Family Life, *Federal Aid, Federal Programs, Interaction Process Analysis, Parent Participation, Personnel Data, Program Evaluation
The question of federal day care programs on a mass scale oriented toward influencing family life is discussed, and a number of issues concerning the behavioral and social effects of such a system are raised. This document is divided into six parts. Part I discusses the following: day care settings--social, cultural, and anthropological considerations. This part examines day care programs in Denmark, Czechoslovakia, and Israel. It expresses the need for diversity in American day care programs and concludes with a historical background of day care in America up to the present. Part II presents an overview of child development and day care programs, examines the social and emotional development of young children, cognitive and language development in day care programs, principles of behavior acquisition and modification, the roles of motivation in learning, and behavior technology applied to day care. Part III covers adult-child interaction and personalized day care, parent involvement in early education, and parent training programs and community involvement in day care. Part IV discussed program supports and explores such areas as health support in day care, the relation of malnutrition to early development, and social work and supplementary services. Part V covers staff training and delivery systems, and Part VI concludes with an evaluation of present day care centers. (CK)

ED 050 308 AA 000 704
Epstein, Marion G. And Others
Selection of Products for Focused Dissemination.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—PR-71-8
Bureau No—BR-0-0366
Pub Date Jun 71
Contract—OEC-0-70-3797(519)
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Data Collection, *Information Dissemination, *Instructional Materials, *Standards
Identifiers—*Educational Testing Service, ETS
This task was part of an effort directed to the dissemination and installation of new products. In addition to assembling comprehensive information about these products, the mission was to evolve a set of criteria for use in selecting from among them those to be recommended for National Center for Educational Communication (NCEC) "focused" dissemination attention, to execute a two-step selection procedure, to identify products for extended review and analysis and

to recommend products upon which NCEC might focus its dissemination and installation efforts. A nationally representative appraisal panel was convened and met three times over two months to execute this mission. Principal staff support was provided by Educational Testing Service (ETS). Supplementary support was supplied by consultants and staff from the Educational Products Information Exchange (EPIE). ETS staff assembled information principally from developers and also from other conventional sources on all the products in the pool. Criteria were formulated by the panel and on the basis of these criteria, 20 out of 51 products were selected for further study. A review was made of each products's development, and in most cases visits were made to the sites where the developments had occurred. On the basis of further study, nine of the products were recommended for dissemination. For related document, see ED 050 309. (Author/CK)

ED 050 309 AA 000 705
Products Entered into the Pool for the Dissemination Program of NCEC.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-0-0366
Pub Date Jun 71
Contract—OEC-0-70-3797(519)
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, *Information Dissemination, *Instructional Materials, *Program Evaluation
Identifiers—*Pool for Evaluation
A brief, non-technical set of descriptions of products making up the 1971 Pool for Evaluation from which selections were made for focused dissemination is presented. The descriptions cover: (1) what the product is, what it does, who it serves, (2) what the reported findings are regarding effectiveness, benefits, and limitations, (3) what the costs of installation and maintenance are, including teacher preparation and non-dollar "costs," (4) what administrative considerations need to be taken into account in the course of utilization, (5) what dissemination efforts are known to have been undertaken by the developer, or in the planning stage, (6) what obstacles to implementation might be foreseen and what dissemination strategies might be appropriate. The product descriptions are organized into three groupings as follows: (1) nine products recommended for focused dissemination, (2) 11 remaining products among the 20 initially selected for further study, (3) 31 remaining products among the 51 entered into the 1971 product pool. The nine products recommended for focused dissemination are: effective questioning--elementary level, parent/child toy lending library, multi unit elementary school, cooperative urban teacher education, the teaching of science, match box, individualizing instruction in math, reinforced readiness requisites program, and communications skills. For related document see ED 050 308. (CK)

AC

ED 050 310 AC 008 664
The Role of the Institute of Adult Studies in the Development of Kenya. Development Plan 1970-73.
University Coll., Nairobi (Kenya).
Pub Date Feb 70
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Developing Nations, Educational Facilities, Educational Finance, *Institutes (Training Programs)
Identifiers—Kenya
The activities of the Institute of Adult Studies in the Development of Kenya are reviewed. Specific areas discussed are: (1) the university and adult education, (2) institute priorities, (3) adult education training unit, (4) extra-mural division, (5) adult studies centre, (6) correspondence course unit, (7) facilities of the institute, (8) projected enrollment of students, (9) organisational chart and staff requirements, and (10) financial needs. Recommendations are given and appendices included. (CK)

ED 050 311 AC 010 188
Vineberg, Robert And Others
Effects of Aptitude (AFQT), Job Experience, and Literacy on Job Performance: Summary of HumRRO Work Units UTILITY and REALISTIC.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Department of Defense, Washington, D.C.
Report No—TR-7-1
Pub Date Feb 71
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Individual Characteristics, *Intelligence Level, *Personnel Evaluation, *Task Performance, *Tests
Identifiers—United States Army
A series of studies were conducted to determine how Army personnel in Mental Category IV and in other mental categories compare in their job performance and in their overall suitability for military service. Information is provided concerning the demands for reading, arithmetic, and listening skills in four major military occupational specialties. The performance of approximately 1,800 men with Army experience ranging up to 20 years was measured by intensive job sample tests, job knowledge tests, and supervisor ratings. Information about background, personal characteristics, and military experiences was obtained through biographical questionnaires, a battery of published and experimental tests, and Army records. The major findings and conclusions are given in this summary report, which will be followed by several detailed reports on various research phases. (Author)

ED 050 312 AC 010 189
Vineberg, Robert Taylor, Elaine N.
Performance in Four Jobs: The Role of Mental Ability and Experience.
Human Resources Research Organization, Alexandria, Va.
Report No—Prof-P-31-70
Pub Date Dec 70
Note—19p.; Paper presented at American Psychological Association Convention (Miami Beach, Florida, September 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Complexity Level, *Performance Tests, *Test Construction
This paper is based on data from Work Unit UTILITY research on job performance of men at different ability levels. The paper deals with data testing performance in four jobs: Armor Crewman, Vehicle Repairman, Supply Specialist, and Cook, of various Armed Forces Qualification Test (AFQT) levels over specified periods of time. (Author)

ED 050 313 AC 010 190
Weingarten, Kenneth And Others
The Development of a Low-Cost Performance-Oriented Training Model.
Human Resources Research Organization, Alexandria, Va.
Report No—Prof-P-32-70
Pub Date Dec 70
Note—13p.; Paper presented at American Psychological Association Convention (Miami Beach, Florida, September 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Peer Teaching, *Teacher Role, *Training Techniques
This paper describes a training model featuring peer instruction in a functional job-simulated context, as well as the objectives and practical constraints that led to its development. (Author)

ED 050 314 AC 010 191
McFann, Howard H.
HumRRO Research and Project 100,000.
Human Resources Research Organization, Alexandria, Va.
Report No—Prof-P-33-70
Pub Date Dec 70
Note—9p.; Paper presented at American Psychological Association Convention (Miami Beach, Florida, September 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Individual Differences, *Literacy, Models, *Training Techniques
Identifiers—Project 100,000
This paper was part of a symposium in which research on Project 100,000 was summarized. The report presents information on three major HumRRO projects concerned with training and performance of men of varying ability levels. The first project compared on-the-job performance of military personnel of varying ability levels. The second project concentrated on literacy requirements for military jobs. The third project concerned developing and testing, in an operational context, instructional programs appropriate for simultaneously training men of various ability levels. (Author)

ED 050 315 AC 010 192
Baker, Robert A.
Combat Job Requirements for Principal Staff Personnel: Division, Brigade, and Battalion.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Department of Defense, Washington, D.C.
Report No—TR-70-23
Pub Date Dec 70
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Military Personnel, *Occupational Information, *Questionnaires
Identifiers—United States Army
The formulation of combat job requirements for general and unit staff Army personnel at division, brigade, and batallion levels was undertaken. Training literature pertaining to the duties and responsibilities of command and staff personnel was examined. On the basis of the information obtained from this study, staff job questionnaires were prepared and administered. Provisional task inventories were prepared for the command and staff positions at general and unit levels. The results of this undertaking were lists of job requirements that form a realistic statement of combat duties and responsibilities for each staff position. (Author/CK)

ED 050 316 AC 010 286
Albinson, Folke Kassam, Yusuf
Training of Adult Educators in Tanzania.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—22p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Developing Nations, *Educational Programs, *Teacher Education, *Training Techniques
Identifiers—Tanzania
The Institute of Adult Education (IAE) of the University of Dar es Salaam has, as its first priority, to provide extensive, as well as intensive, training to teachers and administrators of adult education. The training programs are divided into three categories: the Diploma Course, covering five compulsory subjects; training courses conducted in cooperation with other institutions; and teaching assistance in seminars. Principles that form characteristic features of the training activities are: (1) adult education as an instrument for rural development; (2) cooperation as an attitude of mind; (3) making use of participant's experience; and (4) bridging the gap between theory and practice. Plans for the future include improvements in the diploma program, evaluation procedures, examination system, political education, field assignments, women students, in-service training, and long-term planning. (DB)

ED 050 317 AC 010 287
Folson, B. D. G.
An Experiment in Civic Education in Ghana.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—47p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Citizen Role, *Developing Nations, *Political Socialization, *Public Affairs Education
Identifiers—Ghana
The Centre for Civic Education has as its chief objective educating the populace of Ghana in social, economic, and political subjects. To effect this, the country is divided into 9 regions, made up of 51 districts, with 2 organizers per region. A board of Trustees acts as the Centre's governing body. The work of the Centre is organized into

programs. Three programs have been completed: (1) the moral and social aspects of democracy, (2) constitutional proposals made by the Constitutional Commission with particular emphasis on human rights, and (3) problems of local government. All programs are directed to both the literate and the illiterate, the urban and the rural citizen, the young and the old. Teaching techniques used are lectures, discussion groups, debates, symposia, puppet shows, and plays. Audiovisual aids are used extensively, with the material presented in both English and the major vernaculars. The Centre aims to become completely self-supporting in the near future. (Page 20 will reproduce poorly in hard copy because of poor legibility.) (DB)

ED 050 318 AC 010 288
Mwanakatwe, J. M.
Adult Education and Political and Social Change.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—20p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971; Also presented at National Seminar of the Adult Education Association of Zambia on Adult Education and Development (1st, Univ. of Zambia, Lusaka, August 9-11, 1969).
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Developing Nations, *Political Attitudes, *Social Change
Identifiers—Zambia
Continuing education of adults plays a vital role in national development and in promoting political and social change. Ways in which adult education affects political change include: increasing the literacy of adults so that they can become responsible citizens; unifying multilingual, multiracial societies through the teaching of English; improving the adults' ability to participate fully in industry and commerce; teaching the advantages of cooperation among independent countries; encouraging participation in international programs for peace; and encouraging the development of leadership qualities. The influences of adult education on social change include: improvement in living and health standards; creative use of leisure time; family budgeting instruction; procedures in family planning; and opportunities for young dropouts to receive further education, and thus reduce their frustration and hostility. In Zambia, there are many agencies that are participating in the field of adult education, and notable progress has been made. (DB)

ED 050 319 AC 010 289
Dubell, F.
National Member Education Campaign.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—42p.; Report presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Cooperative Education, *Educational Programs, *National Programs
Identifiers—Tanzania
A pilot test of the National Campaign in Cooperative Member Education was carried out in Tanzania in 1970. The test objectives were to: (1) evaluate the effectiveness of the Campaign administrative organization, and (2) learn how to organize such a campaign. Held during Adult Education Year, the Campaign covered three subjects: Produce Marketing, Ujamaa Villages (Socialist Villages), and Membership in Cooperative Societies. Media employed were one-day courses, radio programs, articles in a newspaper, and illustrated materials. Results of the test showed that the administrative organization can be improved upon, and that one-day courses are the most suitable means for disseminating information to large numbers of people. (DB)

ED 050 320 AC 010 290
Tugbiyele, E. A.
Out-of-School Education for Rural Development in Africa.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—14p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, Economic Development, *Educational Needs, *Educational Quality, Financial Support, *Rural Development, Rural Education, Urban Education
Education is a necessary investment in the modern state since it is the key to overall national development. Its two parts consist of formal and out-of-school education. The first includes the regular classroom--primary, secondary, technical, and university education. The second consists of nonformal education and training. Economic development is the increasing per capita, the volume quality, and range of economic goods and services at diminishing or constant real costs. It also includes political and social progress. A sound philosophy of education is necessary for an effective educational system. Education must meet the needs of both urban and rural communities. Rural development may be enhanced through various forms of out-of-school education, such as national youth service training, correspondence education, extension, adult, and continuing education programs. The use of educational media is important. Allocation of educational resources may be achieved through an integrated and team approach to national development planning. (CK)

ED 050 321 AC 010 291
Remtulla, Khatun Barrett, Hugh
Towards Mass Education.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—17p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Cooperative Education, *Correspondence Courses, Instructional Materials, *Mass Media, Teaching Methods
Identifiers—Tanzania
Instruments directed toward mass education and in use or soon to be in use in Tanzania are discussed. These include radio, radio with the addition of written study aids, or a combination of these with correspondence instruction. The radio approach to adult education has been uncoordinated at the national level. Each organization with radio time has approached its listeners on narrowly oriented topics. Plans are in progress to show the need for coordinated efforts in the field of educational radio. The Cooperative Education Centre in Moshi has been using study group methods to aid listeners. The Centre has developed different methods of organizing and teaching cooperative education. It is the only national institution in Tanzania which offers correspondence courses combined with radio broadcasts. In the future, the newly established National Correspondence Institution will widen the scope and opportunities of correspondence education for adults in Tanzania. The national plan includes provision of radio programs, study groups, and short residential courses. (CK)

ED 050 322 AC 010 292
Hall, Budd L.
University Adult Education: A Time for Broadening Participation?
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—15p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Data Analysis, *Developing Nations, *Socioeconomic Status, *Universities
Identifiers—Ghana, Tanzania, Uganda
Data on the participants from university adult education institutions in Ghana, Uganda and Tanzania are examined in order to understand how existing university adult education programs strengthen differences between the educated and the uneducated. Not only does the gap between the two groups grow larger, but the rate at which this gap widens is increasing. For each of the programs studied, three types of information have been examined: environmental, educational, and occupational. The choice of Ghana, Uganda, and Tanzania reflects availability of data rather than an effort to select for geographical or political reasons. One assumption that is made is that decreasing the gap between the educated and the uneducated is desirable both in terms of social equality and permanent development. (CK)

ED 050 323 AC 010 293
Crowley, David
Suggested Areas Wherein the School of Adult Learning Might Operate.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—11p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Information Dissemination, *Mass Media, *Universities, *Vocational Education
Identifiers—Botswana, Lesotho, Swaziland
The University Extension Department in Botswana would operate in the field of adult education. Adult studies would be programs of relevant educational courses in the evenings, on a day-release basis, on weekends, and, for short periods, residentially. Training would cover both the Credit Union work now being carried out in Lesotho and Swaziland, as well as training in methods of adult education; university and other appropriate staff would be secured to train working people--normally in government--to be more effective in their jobs. These activities would use face-to-face teaching methods, group-learning methods, and the available mass media. The methods would be applied to the three countries involved (Botswana, Lesotho, and Swaziland) as and when it would be useful and agreeable to do so. The Botswana School of Adult Learning (SOAL) would operate nationally in Botswana with and through existing organizations. One service the SOAL might offer is local radio broadcasts. It might disseminate information on the existence of conferences. Permanent and temporary personnel would be employed to perform these functions. (CK)

ED 050 324 AC 010 294
Adult Education and National Development.
African Adult Education Association, Lusaka (Zambia).
Pub Date Apr 71
Note—21p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971); Also presented at Nat'l Seminar of the Adult Education Association of Zambia, Lusaka, August 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Conference Reports, *Developing Nations, *Industrialization, *Rural Development
Identifiers—Zambia
One conference address and two reports on adult education in Zambia are presented. The address is entitled "Adult Education and Industrialization" and the reports are "Adult Education and Industrialisation" and "Adult Education and Rural Development," respectively. (CK)

ED 050 325 AC 010 295
Fletcher, B. A.
Students of Outward Bound Schools in Great Britain. A Follow-up Study.
Bristol Univ. (England). Inst. of Education.
Spons Agency—Joseph Rowntree Memorial Trust, York (England).
Pub Date 70
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Outdoor Education, Pilot Projects, *Special Schools
Identifiers—Outward Bound Sea School, Wales
The Outward Bound Trust was formed in 1946 in Wales and assumed responsibility for the only school of its type then existing, namely, the Outward Bound Sea School. The Trust has grown to be responsible for five boys' schools and one girls' school in the United Kingdom and for giving help and advice to 18 schools overseas. Stock of what the trust is doing and of the effect on those who attend its courses is taken. Earlier

researches are discussed, and pilot studies are examined. Also, follow-up studies are analyzed. Tables are included and conclusions listed. (CK)

ED 050 326 AC 010 296

Lowe, John, Ed.

Adult Education and Nation Building.

Pub Date 70

Note—296p.; A symposium on Adult Education in Developing Countries

Available from—Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois (ISBN 0 85224 073 2)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Comparative Analysis, *Developing Nations, *Educational Objectives, *Nationalism

Identifiers—Africa, Asia, Latin America, Ocean Territories

Comparatively little is known about the sheer scale and diversity of the task facing adult educators in developing countries. This book, written by a number of distinguished adult education specialists with first-hand experience of the countries they describe, is designed to help fill the gap in knowledge. Detailed studies of the structure, deficiencies, and future of the system of adult education in a cross-section of developing countries include examples from Asia, Africa, Latin America, and the Ocean Territories. There is an introductory chapter stressing the importance of adult education as an instrument of national development and indicating common themes and distinctive innovations. The concluding chapter provides a comparison between Canada and a number of African countries. (Editor/DB)

ED 050 327 AC 010 297

Community Service and Continuing Education Programs Conducted by Institutions of Higher Education in South Carolina. Progress Report.

South Carolina Univ., Columbia. Coll. of General Studies.

Pub Date May 71

Note—103p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Education, Community Service Programs, *Educational Legislation, *Educational Programs, *Higher Education

Identifiers—ESEA Title I, South Carolina

The progress and problems of the South Carolina organization for administration of Title I of the Higher Education Act of 1965 are discussed. Points covered are state organization, administration, comments of the implementing agency, state agency recommendations, financial report, program summary, and U.S. Office of Education staff review of state operations. Six tables are included. (CK)

ED 050 328 AC 010 298

Rancier, Gordon J. Brooke, W. Michael

An Annotated Bibliography of Adult Basic Education.

Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).

Pub Date Aug 70

Note—280p.

Available from—Queen's Printer, Ottawa, Canada (Catalogue No. RE22-570, $3.25)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Annotated Bibliographies, *Bibliographies, *Educational Programs

Identifiers—Canada

A compilation of adult programs available in Canadian schools is given. Included are: an annotated bibliography of instructional material, an annotated bibliography of literature, and four appendices. (CK)

ED 050 329 AC 010 314

Second Chances for Mature Women.

Quo Vadis School of Nursing, Etobicoke (Ontario).

Spons Agency—Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 3 Mar 71

Note—55p.; Report of a talk-in with the Quo Vadis School of Nursing, March 3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Females, *Medical Education, *Nurses

Identifiers—*Quo Vadis School of Nursing

The Quo Vadis School of Nursing is designed and operated for women between the ages of 30 and 50 years. It offers a two-year program which prepares candidates to write the registration examinations of the College of Nurses of Ontario and to qualify as professional registered nurses. (CK)

ED 050 330 AC 010 315

Releve de la Formation Professionelle et Technique 1968-69 (Survey of Vocational Education and Training 1968-69).

Dominion Bureau of Statistics, Ottawa (Ontario). Education Div.

Pub Date May 71

Note—141p.

Available from—Dominion Bureau of Statistics, Education Division, Student Information Section, Ottawa, Canada (Catalogue No. 81-209, $1.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Enrollment Trends, *Private Schools, *Public Schools, *Statistical Data, *Vocational Education

Identifiers—Canada

Vocational education and training in Canada carried out in both the public and private sectors are discussed. Topics covered include: (1) publicly sponsored post-secondary courses, (2) technical, vocational and composite high schools, (3) publicly operated vocational schools, (4) publicly supported vocational training programs involving private business and industry, (5) apprenticeship, (6) training of vocational teachers, (7) private vocational schools, and (8) training for the nursing profession. Attendance figures at these courses and other statistical data are shown. (CK)

ED 050 331 AC 010 316

Conway, James And Others

Everyman's Estate Planning. A Suggested Adult Business Education Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Business Education, *Course Content, *Estate Planning, *Guides

An instructor's guide for teaching adults to manage their estates is presented. Topics covered are: (1) accumulating an estate, (2) estimating the estate, (3) wills, (4) trusts, and (5) problems of business owners, employees, and professionals. An appendix is included. (CK)

ED 050 332 AC 010 320

An Evaluation of Adult Basic Education in the State of New York.

Research & Technology Corp., Inc., Bethesda, Md.

Spons Agency—New York State Education Dept. , Albany. Div. of Continuing Education.

Pub Date [70]

Note—237p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Adult Basic Education, *Continuing Education Centers, *Educational Objectives, *Program Evaluation, *Student Characteristics

Identifiers—New York

Selected aspects of the Adult Basic Education Program of the State of New York are evaluated, and the program's effectiveness in providing basic education that is suited to the capabilities, problems, interests, and needs of the adult participants is assessed. The evaluation and assessment are presented in three parts: Part I provides the setting for the study; establishes the parameters; describes the research design; and highlights the findings, conclusions, and recommendations; Part II consists of a description and analysis of the program in terms of the students, their characteristics, and factors related to their success or achievement; and Part III provides a current description and analysis of the program in the areas of instruction and instructional technology, methods and materials, use of human and physical resources, program development and coordination, management and supervision, and staff development. (Author/DB)

ED 050 333 AC 010 321

Older Americans Act Amendments for Nutritional Services. Hearings Before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session on H.R. 17763

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 71

Note—294p.; Hearings held in Miami, Fla., July 20, 1970; Washington, D.C., Sept. 16, 17, 24, 1970; South Bend, Ind., Sept. 19, 1970; Elkhart, Ind., Sept. 19, 1970

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Federal Legislation, Health Services, *Nutrition, *Older Adults, *Social Services, *State Aid

Hearings on a bill to amend the Older Americans Act of 1965 are reported. The intent of the bill is to provide grants to States for the establishment, maintenance, operation, and expansion of low-cost meal programs, nutrition training and education programs, opportunity for social contacts, and for other purposes. The text of H.R. 17763, statements, prepared statements, letters, supplemental material, etc. are presented. Included are an Organizational Manual for Meals on Wheels from the Baltimore, Maryland Health Department, and exhibits concerning food and nutrition problems of the elderly, solutions to these problems, recommendations for a national nutrition program, project examples of five cities, and profiles of the participants in AOA nutrition programs in 17 cities. (DB)

ED 050 334 AC 010 322

Veterans' Advance Educational Assistance Allowance and Work-Study Program.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No—R-91-1231

Pub Date 23 Sep 70

Note—74p.; Calendar No. 1249, 91st Congress, 2d Session

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, *Federal Aid, *Federal Legislation, *Veterans Education, *Work Study Programs

Bill S. 3657 to amend chapter 34 of title 38, United States Code, and amendments to bill are reported. This bill and its amendments concern advance educational assistance allowance payments to eligible veterans at the beginning of any school year to assist such veterans in meeting educational and living expenses during the first two months of school, and to establish a veterans' work-study program through which the veteran could augment his educational assistance allowance. (DB)

ED 050 335 AC 010 323

Belbin, R. M.

The Discovery Method in Training.

Department of Employment and Productivity, London (England).

Report No—Trng-Info-P-5

Pub Date 69

Note—50p.; Based on a more detailed study by the Organisation for Economic Co-operation and Development in Austria, Sweden, the U.S. and the U.K.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1, England

Document Not Available from EDRS.

Descriptors—*Discovery Learning, *Job Training, *Learning Processes, *Teacher Role, *Training Techniques

In the form of a discussion between faceless people, this booklet concerns discovery learning and its advantages. Subjects covered in the discussions are: Introducing the Discovery Method; An Experiment with British Railways; The OECD Research Projects in U.S.A., Austria, and Sweden; How the Discovery Method Differs from Other Methods; Discovery Parallels in Education; Applying the Discovery Method; How the Type of Training Affects What We Learn; and The Pros and Cons of Discovery. Four Appendixes present Comparisons between the Two Groups of Trainees in the British Railways' Experiments with the Discovery Method; The Start of Three Micrometer Programmes; The Discovery Programme for Reading a Micrometer; Specimen Frames in the Heinemann Programmed Text "The Micrometer." (DB)

ED 050 336 AC 010 324
Combs, Arthur W. And Others
Helping Relationships; Basic Concepts for the Helping Professions.
Pub Date 71
Note—366p.
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—*Behavioral Counseling, *Helping Relationship, *Human Relations, *Perceptual Development, *Psychological Services
Identifiers—Florida University
Written for people who are entering or who are already engaged in some form of the helping professions, this book attempts to answer the following questions: "What ideas about human behavior have special value for understanding the helping relationship?" "What do these imply for effective practice in the helping professions?" Concepts discussed are: What Is a Professional Helper?; Two Ways of Looking at Behavior; Self-Concept: Product and Producer of Experience; A Humanistic View of Motive; The Crucial Character of Meaning; Learning as Meaning Change; The Limits of Man's Becoming; Freedom and Self-Actualization; Goals and Purposes of Helping; Developing Understanding; Establishing Helping Relationships; Aiding the Search for New Meaning; Communication; Varied Roles of Helpers; and The Helper as Person and Citizen. Selected Readings, related to the topics in a chapter, are listed at the end of each chapter. (DB)

ED 050 337 AC 010 325
Griffin, Virginia R.
A Model of Developmental Changes in the Work-Life of the County Agent.
Pub Date Dec 70
Note—23p.; Abstract of Ph.D. Dissertation, Univ. of Chicago
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Development, *Behavior Change, *Extension Agents, *Models, *Professional Personnel, Work Experience
The purpose of this study is twofold: (1) to develop a model, generally applicable to all professions, that identifies the commonly experienced developmental changes that occur in the behavior and attitudes of the male professional worker in a number of dimensions of his work-life; and (2) to modify the model so that it is specifically applicable to one group of professionals--county agents, adult educators in the Cooperative Extension Service. (Author/DB)

ED 050 338 AC 010 328
Wahlberg, James L. And Others
Peer Ratings as Predictors of Success in Military Aviation.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—Prof-P-1-71
Pub Date Mar 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aviation Technology, *Peer Groups, *Performance Tests, *Predictive Validity, *Rating Scales
Identifiers—Potential Aviator Rating
Three experimental peer rating forms were developed for use in research in prediction of the aviation training performance criterion--completion/attrition--from the training program for Aviation Warrant Officer Candidates at the U.S. Army Helicopter School. This paper describes the construction of the ratings, the "Potential Aviator Rating" forms, and compares the validity of these forms with the Contemporary Evaluation Form (CEF) used by the U.S. Army Helicopter School. The basic comparison involved validity between absolute scale and ranks. The original validity coefficients were sufficiently high to anticipate that the use of peer ratings may increase predictive accuracy in a multivariate system. (Author)

ED 050 339 AC 010 329
Sticht, Thomas G.
Learning by Listening in Relation to Aptitude, Reading, and Rate-Controlled Speech: Additional Studies.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—TR-71-5
Pub Date Apr 71
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Intelligence Level, Learning Activities, *Listening Comprehension, *Reading Comprehension, *Research, *Task Performance
Identifiers—United States Army
A series of experiments explored the feasibility of substituting listening for reading requirements in Army training and jobs, with special reference to marginally literate, AFQT Mental Category IV men. Results of these experiments and related earlier research are summarized. Major findings indicate that high and low aptitude men may learn certain materials as well by listening as by reading; some poorer readers prefer to learn by listening rather than by reading. Characteristics of the recorded message that were found to affect listening comprehension include difficulty level of message, linguistic features of speech, and rate of speech. Extensive studies of the use of time-compressed and expanded recordings are described. (Author)

ED 050 340 AC 010 330
Froehlich, Dean K.
Military Advisors and Counterparts in Korea: 3. An Experimental Criterion of Proficiency.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—TR-71-2
Pub Date Feb 71
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Science Research, *Human Relations, *Interpersonal Relationship, Measurement Techniques, *Military Personnel, *Research Methodology
Identifiers—Korea Military Advisory Group, Military Assistance Program
In order to identify the human factors that affect the achievement of the Military Assistance Program (MAP) objectives and from them define personnel selection criteria, training objectives, and management policies, a conception of advisor proficiency and a method with which to study it were developed. Results presented in this report are based upon a questionnaire survey conducted in 1966 among U.S. Army advisor personnel assigned to the Korea Military Advisory Group (KMAG) and their counterparts in the Republic of Korea Army. A rationale for conceiving of proficient advisor counterpart transactions in terms of their stated willingness to continue working together in the future is presented. Construction of an assessment technique to obtain estimates of these intentions is described, as are the results of tests of the validity of the concept and method. (Author)

ED 050 341 AC 010 331
Dees, James W. And Others
An Experimental Review of Basic Combat Rifle Marksmanship: MARKSMAN, Phase 1.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—TR-71-4
Pub Date Mar 71
Note—147p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Marksmanship, *Military Personnel, *Teaching Techniques, *Training Objectives
Identifiers—Rifle Firing
Commanding officers in Vietnam and others have indicated that individual rifle marksmanship training needed attention. Furthermore, no comprehensive, systematic study of Army rifle marksmanship has been conducted since the Work Unit TRAINFIRE studies conducted by HumRRO in 1954. Phase 1 of the MARKSMAN research dealt with basic rifle marksmanship. This report describes a series of 21 experiments addressing both "what" should be taught and "how" it should be taught. A number of conclusions were reached concerning such matters as the use of automatic fire, aimed fire vs. pointing fire, including Quick Fire, night firing techniques, firing positions, carry positions, aiming points, night sights, multiple targets, area targets, surprise targets, sight calibration, and other issues. (Author)

ED 050 342 AC 010 332
Boyles, Wiley R. Wahlberg, James L.
Prediction of Army Aviator Performance: Description of a Developing System.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—PP-5-71
Pub Date Apr 71
Note—12p.; Paper presented at Annual Meeting of Alabama Psychological Association, May 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aircraft Pilots, *Flight Training, *Military Personnel, *Predictive Validity
The development of a multivariate prediction system aimed at having useful predictors available early in the training of potential Army aviators is discussed. Using this system, supervisors will be able to relate a predictor score to a probability table, thus enabling administrators to make early decisions involving further training of Army aviators. (Author/DB)

ED 050 343 AC 010 333
Wang, Virginia Li Ephross, Paul H.
Poor But Not Forgotten. An Evaluative Study of the Expanded Food and Nutrition Education Program in Maryland.
Maryland Univ., College Park. Cooperative Extension Service.
Report No—Monogr-1
Pub Date 70
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Collection, *Home Health Aides, Interviews, *Low Income Groups, *Nutrition Instruction, *Program Evaluation, Research Methodology
Identifiers—Maryland
An evaluative study of the Expanded Food and Nutrition Education Program in Maryland was made. The study aimed at the assessment of the results of this program currently conducted by the University of Maryland. The object of the program is to influence homemakers to change and improve family nutritional practices. This study focused on the educational tasks of nonprofessional aides in effecting this change. The general research strategy employed was twofold. First, the direct service recipient, the homemaker (usually of low-income status), and the direct service provider, the aide (often of similar background), were made the primary sources of data. Secondly, this evaluation sought to measure change over time. Visits were made by supervisors to selected sites (three) for study. Three interviewers in each county selected were recruited and hired by the supervising agents. Using a table of random numbers, a 50% random sample was drawn from the population of homemakers being served by the program during December 1969. All data gathering interviews with homemakers took place during January 1970. A coding system was developed, and the data was coded and put on punched cards for sorting purposes. Data obtained directly from homemakers indicates that the program was seen as helpful. The contributions of the aides are what has made the program successful. It is concluded that the program should be continued and expanded. (CK)

ED 050 344 AC 010 336
Video Tape Playback in Programs of Human and Social Development.
Saskatchewan NewStart, Inc., Prince Albert.
Pub Date 14 Oct 70
Note—19p.
Available from—Saskatchewan NewStart, Inc., First Avenue and River Street East, Prince Albert, Saskatchewan, Canada (No price given)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Instructional Aids, *Social Development, *Teaching Techniques, *Video Tape Recordings
Identifiers—Canada, Saskatchewan
As a learning aid, videotape recording and playback have been used successfully by Saskatchewan NewStart for almost two years with 200 students. The following seven functions which videotape replay can provide are discussed: (1) Information Giving, (2) Personality Development, (3) Learning Social Skills, (4) Learning Job Skills, (5) Community Development, (6) Evaluating Projects, and (7) Supervision. Six les-

sons in training in the use of videotape recording are briefly described, and equipment in use at Saskatchewan NewStart is noted. Four graphic illustrations of the use of video equipment are given. (DB)

ED 050 345 AC 010 337
Waite, Naida
Curriculum Proposal for an Adult Basic Literacy Program for Implementation in Remote Communities in Northern Saskatchewan.
Saskatchewan NewStart, Inc., Prince Albert.
Pub Date Jan 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Curriculum Development, *Educational Objectives, *Literacy Education, *Rural Population
Identifiers—Canada, Saskatchewan
With the diminishing of the supply of game, it seems likely that the remote settlements and remoter cabin dwellers in Northern Saskatchewan will have to accept an increasing degree of commerce with outsiders. It is desirable that the Northerner be literate in order to meet the requirements of employment and to conduct his own affairs. This report discusses relevant areas of knowledge and skill, resources, philosophy, psychological bases, lesson plans and materials, rationale for the symbol-learning materials, the pace of learning, training of coaches, two types of training in communications and arithmetic, training of coaches, developing the curriculum, sequencing the curriculum, evaluation, and maintaining the gains. (DB)

ED 050 346 AC 010 338
Life Skills Coach Training Manual.
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency—Saskatchewan Dept. of Education, Regina.
Pub Date 1 Jan 71
Note—318p.
Available from—Saskatchewan NewStart Inc., First Avenue and River Street East, Prince Albert, Saskatchewan, Canada (no price given)
Document Not Available from EDRS.
Descriptors—*Behavior Change, *Counselor Role, *Group Dynamics, Individual Development, Interpersonal Competence, *Manuals, *Problem Solving, Training Techniques
Ways of helping coaches to counsel unemployed adults in the solving of their personal problems are explored in this manual. Originally printed as two separate volumes, this reprinting of the study has bound the two together. Volume I involves a general discussion of life's problems and of the need to solve them. This volume contains four parts. Part 1 discusses problem-solving practice in a group situation and probes into the problem-solving practice as a whole. A self-test for counselors is included at the end of Part 1. Part 2 deals with individual behaviours, both helpful and harmful, in the group situation. Part 3 covers useful techniques for the coach to use in his counseling activities, including such activities as brainstorming and role playing. Part 4 discusses personal development in the problem-solving groups, such as opportunities and responsibilities of the group member and the acquiring of problem-solving skills. Volume II refers back to Volume I and contains Parts 5 through 6F. Part 5 covers the life skills coaching process and discusses the learning of life skills and the process of behaviour change. Part 6 examines six important coaching activities: motivating, planning, informing, leading discussions, counseling and evaluating. Seven appendices are included. (CK)

ED 050 347 AC 010 340
Mooz, W. E.
The Pilot Training Study: Personnel Flow and the PILOT Model.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6080-PR
Pub Date Dec 69
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aircraft Pilots, Computer Oriented Programs, Cost Effectiveness, *Decision Making, *Military Personnel, *Models, *Personnel Data
Identifiers—PILOT Model, Project RAND
The results of the Rand study of pilot flows and the computer-operated decision model, called the PILOT model, are described. The flows of pilots within the Air Force are caused by policies that require the career-development rotation of pilots from cockpit jobs to desk jobs, the maintenance of a supplement of pilots in excess of cockpit-related needs, the cross-training of pilots from one aircraft system to another, and by factors such as retirement, resignation, promotion, and age limitations on flying status. The model has inputs of pilot requirements by year, aircraft system, and type of pilot, plus appropriate descriptions of the various personnel flows. The outputs are the numbers of graduates required each year from the various formal training schools to meet the need for pilots. Problems concerning future training programs, pilot loss rates, and policy variables controlling pilot flows may be examined with the PILOT model. The model may also be used in conjunction with resource and cost models to obtain pilot requirements and statements of personnel flow policy which are translated directly into annual training costs. For related documents, see AC 010 341-347. (Author/DB)

ED 050 348 AC 010 341
Kennedy, P. J.
The Pilot Training Study: Advanced Pilot Training.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6085-PR
Pub Date Dec 69
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advanced Programs, *Aircraft Pilots, *Cost Effectiveness, *Educational Programs, *Military Personnel
Identifiers—*Advanced Pilot Training, APT, Project RAND
An overview is presented of advanced pilot training and of the formal advanced pilot training program that constitutes the primary means of providing this training. Section I deals with the various phases of advanced pilot training that a pilot may encounter during his career; Section II deals with the types of aircraft that require some form of advanced pilot training; Section III describes organizational frameworks for the conduct of the formal courses; Section IV describes the general contents of the formal training courses; Section V discusses the variations in course lengths, lead-in courses, and the pilot qualifications required for entry; Section VI presents a general equation relating course length to training hours; and Section VII deals with the problem of determining the resources that contribute to the cost of pilot training. A bibliography and glossary are included. For related documents, see AC 010 340 and AC 010 342-347. (Author/DB)

ED 050 349 AC 010 342
Cook, J. W.
The Pilot Training Study: Precommissioning Training.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6082-PR
Pub Date Dec 69
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aircraft Pilots, *Cost Effectiveness, *Educational Programs, Estimated Costs, *Military Training, *Officer Personnel
Identifiers—Project RAND, Undergraduate Pilot Training, UPT
The cost of training, as conducted by the Air Force Academy, Reserve Officer Training Corps, and Officer Training School, and leading to the commissioning of new Air Force officers is presented. The student flows, personnel resources required to support the flows, and costs of pilot candidates graduating from each of the three commissioning sources were analyzed. These analyses were made to develop estimating relationships and predictive factors that may be used for estimating pilot candidate costs over a range of commissioned officer production. The analysis for each training program involved is comprised of the following: (1) the study of flow factors; (2) the calculation of average attrition rates; (3) the identification of student load capacities; (4) the determination of historical costs of training at past student-load levels; and (5) the estimation of future costs of training at varying production levels, with costs adjusted to FY 1968 dollars and to take into account estimates of future attrition rates. For related documents, see AC 010 340-341 and AC 010 343-347. (Author/DB)

ED 050 350 AC 010 343
Boren, H. E., Jr.
The Pilot Training Study: A User's Guide to the Advanced Pilot Computer Cost Model (APT).
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6087-PR
Pub Date Dec 69
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Cost Effectiveness, *Educational Programs, *Flight Training, Guides, *Models
Identifiers—*Advanced Pilot Training, APT, Project RAND
This Memorandum describes a computer program for calculating, except for facilities, the required resources and related costs of formal advanced pilot training courses. Facilities are assumed to be inherited and hence are treated as sunk costs. The program is based on a previously presented methodology. The first three sections of this Memorandum deal with a general description of the program and its operations. Specific operating instructions are given in Section IV. In conjunction with Section IV, appendices are presented showing a listing of all program variables used in the calculations, detailed flow charts of the program, and a source listing [FORTRAN-IV (IBM 360/365)] of the program. Program outputs are discussed in Section V. For related documents see AC 010 340-342 and AC 010 344-347. (Author/CK)

ED 050 351 AC 010 344
Littleton, Lois
The Pilot Training Study: A User's Guide to the Undergraduate Pilot Training Computer Cost Model.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6084-PR
Pub Date Dec 69
Note—213p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Computer Programs, *Cost Effectiveness, *Educational Programs, *Flight Training, Guides, *Models
Identifiers—Project RAND, *Undergraduate Pilot Training, UPT
This Memorandum is a manual or guide for users of the Undergraduate Pilot Training (UPT) computer cost model. The UPT model is designed to enable the user to estimate UPT requirements for manpower, supplies, equipment, services and facilities and the costs of those resources in terms of research and development costs, investment costs and annual operating costs. Section I of the Memorandum is an introductory explanation of the purposes of the model. Section II is a general description of the program in terms of what each subroutine does. Section III illustrates a feature unique to the IBM 360 operating system, used with this computer program to reduce the core storage requirement for execution. Section IV describes data inputs and illustrates the input procedure using a listing of a sample input deck. Section V contains a description of two forms of output and an illustration of one of these forms. The UPT cost model program is written in FORTRAN IV. During execution, the program requires approximately 145K bytes of core storage on an IBM 360/65 computer, if the OVERLAY feature is used. All input data are read from cards and the output is printed. A listing of the program input data elements is presented in Appendix A. A symbolic listing of the Fortran IV computer program is included as Appendix B. Appendix C presents the program in flowchart form. For related documents, see AC 010 340-343 and AC 010 345-347. (Author/CK)

ED 050 352 AC 010 345
Knollmeyer, L. E.
The Pilot Training Study: A Cost-Estimating Model for Advanced Pilot Training (APT).
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6086-PR
Pub Date Dec 69

Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Educational Programs, *Flight Training, *Models
Identifiers—*Advanced Pilot Training, APT, Project RAND
The Advanced Pilot Training Cost Model is a statement of relationships that may be used, given the necessary inputs, for estimating the resources required and the costs to train pilots in the Air Force formal flying training schools. Resources and costs are computed by weapon system on an annual basis for use in long-range planning or sensitivity analyses. The model may be used for any number of weapon systems for any number of years. Total operating cost, incremental investment cost, and operating cost per graduate are computed. Resource requirements include personnel, aircraft, and simulators. This document describes the structure of the cost estimating model and the problems encountered in its development. All of the relationships embodied in the model are explained and examples of its use for sensitivity studies are given. For related documents see AC 010 340-344 and AC 010 346-347. (Author/CK)

ED 050 353 AC 010 346
Littleton, Lois
The Pilot Training Study: A User's Guide to the PILOT Computer Model.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6081-PR
Pub Date Dec 69
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Educational Programs, *Guides, *Models, *Pilot Projects
Identifiers—Project RAND: *PILOT Model
This Memorandum is a manual or guide for users of the PILOT computer model. Section I is an introductory explanation of the purposes of the model. Section II and III describe the data inputs and program outputs. They provide a listing of a sample input deck and a sample printout of each of the six sets of output data. Section IV is a detailed explanation, illustrated by flowcharts, of the routines involved in entering the data inputs, computing requirements for new pilots and for cross-training of pilots, searching for means by which to fill the requirements, and computing commission training entrants and graduates. The PILOT model program was written in FORTRAN IV. It uses 116K bytes of core on a 360/65 computer. As indicated above, all input data is read from cards and the output is printed. The final section of the Memorandum presents a symbolic listing of the FORTRAN IV computer program. For related documents see AC 010 340-345 and AC 010 347. (Author)

ED 050 354 AC 010 347
Allison, S. L.
The Pilot Training Study: A Cost-Estimating Model for Undergraduate Pilot Training.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of the Air Force, Washington, D.C.
Report No—RM-6083-PR
Pub Date Dec 69
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aircraft Pilots, *Computer Oriented Programs, *Cost Effectiveness, *Models, Program Planning, *Resource Allocations
Identifiers—Project RAND, *Undergraduate Pilot Training, UPT
A means for estimating the resource requirements and attendant costs of any configuration of the undergraduate pilot training system (UPT) is described by inputs that are supplied by the user of the model. The inputs consist of data such as UPT graduate requirements, course syllabus requirements, instructor-student ratios, administrative and support manpower relationships, number of aircraft and simulators available, aircraft and simulator utilization rates, amount of facilities available, and cost relationships. The UPT model, which is designed to aid the user in examining long-range alternatives in yearly increments for up to 20 years, calculates the costs associated with these resource requirements in terms of research and development costs, investment costs, and operating costs. Among the alternatives that can be examined are changes in the numbers and types of training aircraft and simulators used; adjustments in prescribed syllabus hours for flight, simulator or classroom training; changes in numbers of graduates required; modifications of aircraft or simulator utilization rates; and changes in airspace, facilities (e.g., runways) or numbers of training bases. For related documents, see AC 010 340-346. (Author/DB)

CG

ED 050 355 CG 006 271
Davidson, W. Craig
The Trauma of the Dropout.
Laredo Independent School District, Tex.
Pub Date 70
Note—815p.
EDRS Price MF-$0.65 HC-$29.61
Descriptors—*Dropout Attitudes, *Dropout Characteristics, *Dropout Prevention, *Dropout Research, Dropouts, Questionnaires, *Research, Research Methodology
Identifiers—Laredo, Texas, Title III - Elementary and Secondary Education Act
This study concerns the identification, interpretation and interrelationship of factors which are germane to a student's perception of himself and his environment and upon which factors he bases his decision to drop out of school. The methodological format goes beyond mere quantification in an attempt to distil the quality of the dropout's human experience. A questionnaire was developed for eliciting candid responses from dropouts about themselves, their families and the public school. In addition, interviewers, equipped with cassette tape recorders, interviewed a random sample of 166 dropouts. Among the extensive results were: (1) pregnancy, overage and poverty accounted for the largest number of female dropouts; (2) overage and poverty were the reasons given by a majority of male dropouts; and (3) most boys had vocational goals. Additional counseling, more individual help from teachers, and a meaningful job training program are the changes most needed to reduce the number of dropouts. A tremendous need exists for creating a school environment in which all students are treated with compassion. Extensive data tables, and lengthy interviewee responses and questionnaire responses are included. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 050 356 CG 006 351
Hart, Gordon M., Jr.
[The Development of Effective Counselors in Terms of Counselor Performance.]
American Personnel and Guidance Association, Washington, D.C.; Temple Univ., Philadelphia, Pa.
Pub Date Apr 70
Note—13p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, *Counselor Acceptance, *Counselor Evaluation, *Counselor Performance, *Counselor Training, Interpersonal Relationship
Identifiers—Carkhuff's Empathy Scale, Hart's Counselor Response Scale
In this study a group of graduate students in counseling courses were randomly placed in an experimental group and were trained to be open-minded in their attitudes. They were compared with a randomly selected control group who received no training. During a 10-week period, subjects in the experimental group completed 8 written exercises, and corresponded by mail with the experimenter regarding them. At the end of the experimental period, all subjects were evaluated by written attitude tests and by measures of their performance with a coached client in a 45-minute counseling session. Results showed that the trained subjects were significantly higher on the 3 performance measures. No differences were found on the written attitude measures. The levels attained by those briefly trained subjects were comparable to or higher than levels attained by advanced graduate students and counselors in the field. Implications are that the brief training (which was an indirect form of counseling) was effective. (Author)

ED 050 357 CG 006 353
Kuvlesky, W. P. Reynolds, D. H.
Occupational Aspirations and Expectations of Youth: A Bibliography of Research Literature I.; Educational Aspirations and Expectations of Youth: A Bibliography of Research Literature II.; Youth's Projections for Residence, Income, and Family Status: A Bibliography of Research Literature III.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology.
Pub Date Dec 70
Note—143p.; Departmental Information Report Nos. 70-4, 70-5, and 70-6
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Objectives, *Family Status, *Income, *Occupational Aspiration, Status, Youth Employment, *Youth Opportunities
This bibliography of three reports updates the 1967 series of comprehensive listings of available research literature on status projections of youth. It is intended to serve as a guide for researchers to use in planning new studies and in providing a broader base for interpreting results of studies already completed. Reports I and II contain entries covering: (1) books; (2) journal articles; (3) bulletins and reports; and (4) unpublished material. Report III contains three sections: (1) residence orientations; (2) income orientations; and (3) family orientations. These reports are intended as an updated revision only, of continuously compiled material on all relevant research published on the status projections of youth. (TA)

ED 050 358 CG 006 354
Moore, J. William Holmes, Suzy
The Effects of Verbally Controlled Success and Failure Conditions of Persistent Behavior.
Bucknell Univ., Lewisburg, Pa.
Pub Date [69]
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conditioned Response, *Failure Factors, *Learning, Learning Characteristics, *Learning Experience, Learning Motivation, Learning Theories, Reinforcement, Reinforcers, Rewards, Social Reinforcement, *Success Factors, *Verbal Operant Conditioning
Seventy-two sixth graders, stratified on the basis of sex and two levels of IQ (high and low) were randomly assigned to one of three treatment groups: (1) Group I (success only); (2) Group II (failure only); and (3) Group III (success and failure). These subjects (Ss) were used to investigate the effects of verbally controlled success and failure conditions on three aspects of learning behavior: (1) the level of Ss' performance during conditioning; (2) the number of times each S voluntarily performed the task after training; and (3) the level of Ss' performance following training where they are required to participate in the tasks. Results tend to support the hypothesis that a combination of verbal rewards and failures cause Ss to persist longer in involvement on similar tasks following the termination of verbal conditioning procedures. Female Ss' performance was found not to be differentially affected by the various treatments or as a function of IQ while male Ss' performance was so affected. (TL)

ED 050 359 CG 006 355
Roth, Richard R. Perrone, Phillip A.
A Role Analysis of Wisconsin Secondary School Counselors.
Wisconsin State Dept. of Education, Madison.; Wisconsin Univ., Madison.
Pub Date [69]
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counseling Effectiveness, Counselor Attitudes, *Counselor Functions, Counselor Performance, *Counselor Role, *Counselors, Counselor Training, Guidance Personnel, Pupil Personnel Workers, *Secondary School Counselors, Secondary Schools
Identifiers—Wisconsin
The purpose of this study was to investigate the actual and ideal roles of counselors as perceived by Wisconsin secondary school counselors and teacher counselors and to compare them with a counselor role model based on a consensus of

Wisconsin counselor educators. An extensive review of the literature on counselor role determination and implementation is presented which suggests a current composite counselor role milieu. This is elaborated upon. The population of over 600 counselors, the procedures and instrumentation utilized in the study, and an analysis of the data are described. The results of the study suggest, generally, that the role of the school counselor is an individual matter, a product of the interaction between the individual counselor and the unique situation in which he is employed. More specific conclusions and implications are delineated. (TL)

ED 050 360 CG 006 356

Weaver, Gary R.

All Is Not Quiet on the Academic Front.

American Univ., Washington, D.C.

Pub Date 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, Colleges, *College Students, Faculty, Student Alienation, Student Attitudes, *Student Behavior, *Student College Relationship, Tenure, *Violence

The author suggests that the apparent calm at colleges and universities around the country can only be analogized to that calm which followed the active but peaceful period of the Civil Rights Movement but preceded the explosion in the nation's ghettos in 1967. The unimaginative and cavalier response of the establishment and public during the era of peaceful demonstrations is seen as having left the way open for more violent tactics. At higher educational institutions, the focus of student attacks will be the faculty and their tenure system and outmoded pedagogical technology. Lastly, the university is viewed as a meeting place for the revolution where hope for change is nurtured and from where it spreads into the larger world. The paper concludes that any "-cooling off" of the campuses is superficial and that its end result may well be a more totally irrational and violent explosion. (TL)

ED 050 361 CG 006 357

Christian Association for Psychological Studies. Proceedings of 1968, 1969, and 1970 Conventions.

Christian Association for Psychological Studies, Grand Rapids, Mich.

Pub Date 68

Note—333p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Christianity, Churches, Church Responsibility, Clergymen, Counseling Effectiveness, *Counselor Functions, Counselor Role, *Counselors, Human Development, Maturation, Psychiatrists, Psychological Needs, *Psychological Services, Psychologists, Psychotherapy, *Religion, Therapy

A single theme for each of the three convention years forms the nucleus around which the presented papers revolve. The 1968 theme, The Christian's Quest for Maturity, focuses on normalcy and the ways and means whereby Christians can become more healthfully mature. In 1969, the convention examined the unique role of the Christian therapist who is viewed as having an added dimension to his counseling. The Christian using psychology to help others considers himself different and strives to meaningfully share this difference. Dynamic Christian Growth, the 1970 theme, sees the Christian professional as, above all else, a Christian and, therefore, a witness. The papers are geared to providing Christians better ways to witness - in the office, in groups, in the community, and in the church. All three series of papers ultimately explore ways of feeling with man and his problems within the context of the evangelical Christian faith. (TL)

ED 050 362 CG 006 358

Career Guidance Through Groups. A Job Placement and Group Vocational Guidance Program for High School Youth. Phase II July 1, 1969 Through August 15, 1970.

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Opportunities, Career Planning, *Disadvantaged Youth, Economically Disadvantaged, Education, *Group Guidance, *Job Placement, *Minority Group Children, Minority Groups, Occupational Choice, *Occupational Guidance, Program Descriptions, Urban Areas, Urban Environment, Vocational Counseling, Vocational Development

The first two operational years of the Houston area Vocational Guidance Service's Group Guidance Program for minority high school youth who live in economically disadvantaged urban areas is described. The program is experimental and is designed to prepare youth to make a positive transition from high school to suitable employment or post high school training. Objectives include: (1) exposing students to national and local labor market information and manpower trends; (2) helping students learn and implement techniques for employment and career planning; and (3) facilitating job-seeking techniques. Complete program activities are described for both years. First year results indicate that participants were more aggressive in the labor force, were better equipped to enter the labor force and earned higher wages. A second year evaluative summary points to success in respect to knowledge and motivational effects on participants, staff adequacy, program-school relationships, and program relevance to the target population. Plans for the third year are discussed. (TL)

ED 050 363 CG 006 361

Berdie, Ralph F.

Preparing Counselors for 1980.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 12 May 71

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Sciences, *Counseling Programs, *Counseling Services, Counselor Educators, Counselor Qualifications, Counselors, *Counselor Training, Guidance Counseling, *Guidance Programs, Training

This paper proposes that counseling will and should be replaced by another discipline which will be called applied behavioral science. The applied behavioral scientist would be employed in situations similar to those now employing counselors; his job will be to apply theory and research derived from the various behavioral sciences in order to help individuals and institutions achieve their purposes. For example, the behavioral scientist in the school would work with students, their parents, teachers, and administrators to provide students with experiences that most efficiently facilitate their development. Essentially, much of what is presently included in graduate programs would be eliminated and the proposed preparation would be considered as extending over a life time. The graduate school would only start the preparation, then universities, professional associations and employing institutions would cooperate to provide the professional worker with opportunities for continuing education. Some of the questions and problems one must face to consider this proposal are raised. (TA)

ED 050 364 CG 006 364

Farlow, Barbara A.

An Equal Chance: Handbook for Counseling Indian Students.

Wisconsin State Univ., Stevens Point.

Pub Date 71

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Counseling, Guidance Functions, *Minority Groups, *Occupational Guidance, Students, *Vocational Counseling

Identifiers—Wisconsin

This handbook provides educational, vocational and resource information to aid teachers, advisors, and counselors in guiding Indian students. Information presented includes the cultural dilemma, Wisconsin's Indians today, Wisconsin Indian tribes, counseling techniques, economic assistance, educational opportunities, state resources and books representing true Indian culture. Essentially, the handbook is a resource of contextual insight into the world of the Indian, in order that the counselor, teacher or advisor may be better equipped to understand the world of the Indian, his needs, and his perceptions of a white socioeconomic world. Only with this degree of understanding of the Indian can the counselor attempt to counsel the Indian justly and benefit both Indian and counseling interests. In effect, the handbook gives the view that the Indian is a member of our American culture and, simultaneously, a member of a unique, valued sub-culture. (Author/TA)

ED 050 365 CG 006 365

Hill, W. Frank, IV

Decreasing Student Alienation in Higher Education: One View.

American Coll. Personnel Association, Washington, D.C.; Toledo Univ., Ohio.

Pub Date 5 Apr 71

Note—13p.; Paper presented at the American College Personnel Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, *Higher Education, *Student Alienation, *Student College Relationship, *Student Needs, *Student Personnel Services, Student Personnel Work, Student Teacher Relationship, Teacher Behavior

This paper discusses the issue of how to decrease student alienation in higher education. Its focus is on the quality of the relationship between instructor and students, which is characterized by the student's involvement in the subject matter while, simultaneously, being offered the potential for personal interest by the instructor. This writer maintains that this existential relationship of openness to and acceptance of the other is a relationship of dialogue that should transcend the formalism within our system of education and that the student personnel administrator is in a position to become the catalyst to encourage, permit, and provide the context within which individuals in the university community can relate to each other as individuals. (Author/TA)

ED 050 366 CG 006 366

Kilbane, Marion T.

Relation of Quantity and Quality of Counselor Verbal Participation to Outcomes of Group Counseling.

American Educational Research Association, Washington, D.C.; Cleveland Public Schools, Ohio.

Pub Date Feb 71

Note—25p.; Paper presented at the American Educational Research Association Convention in New York, New York, February 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Attendance, *Counseling Effectiveness, Counselor Performance, Grade Point Average, *Group Counseling, High School Students, *Low Achievers, Verbal Communication

This study investigated the relation of differing patterns of counselor verbal behavior to the progress of participants in counseling groups. More specifically, the study compared changes in school attendance and achievement by low-achieving high school students who participated in counseling groups differing in quantity and quality of counselor verbal participation. Results included: (1) groups with low-talk counselors had attendance gains during counseling that were significantly greater than the gains of high-talk counselor groups; (2) groups with indirect approach counselors evidenced greater gains in grade point average (GPA) and attendance than did groups with direct approach counselors; (3) the greatest gains during counseling were made by low-talk, indirect groups, and the least gains were made by high-talk, direct groups; and (4) the quality and quantity of counselor talk appeared to have a greater impact on attendance change than on GPA change. (Author/TA)

ED 050 367 CG 006 367

Larsen, Knud S. Lineback, Steve

New Left Ideology: A Cross National Study.

Oregon State Univ., Corvallis.

Pub Date May 71

Note—20p.; Paper presented at the Rocky Mountain Psychological Association Convention, Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Cross Cultural Studies, Factor Analysis, *Political Attitudes, *Political Issues, *Political Socialization, Social Differences, Student Attitudes

Identifiers—New Left Scale

This study was undertaken to broaden the scope of the components of the "New Left"

Scale, first developed by Christie et al. at Columbia College (1969), by including students from a U.S. university not known for its activism and responses given by a sample of Japanese college students. In short, U. S. and Japanese students both agreed most that participatory democracy should be the basis of a new society and disagreed most that educational institutions should espouse political doctrines. Also, Japanese students combine trust in "most people" with distrust of government and political opposition, reflecting perhaps the greater political activism of the group; whereas, U. S. students agreed more with statements which indicated a liberal or even non-political trust. Finally, Japanese students agreed that extensive reforms perpetuate social evils and that militant confrontation is required, whereas the U. S. sample put great faith in legal social authority as a vehicle for change. In both countries, different factors are apparent suggesting that New Left ideology may be nation specific, i.e. take on different forms depending on national tradition. (Author/TA)

ED 050 368 CG 006 368

Lieberman, J. Nina

Playfulness and Creativity: Some Developmental And Situational Aspects.

American Educational Research Association, Washington, D.C.; City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Feb 71

Note—10p.; Paper presented at the American Educational Research Association Convention in New York, New York, February 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Behavioral Science Research, *Behavior Development, *Creativity, Developmental Psychology, *Individual Characteristics, Kindergarten Children, Personality Assessment, *Play

This paper focuses on behavioral dimensions of playfulness: (1) in a developmental framework; and (2) in a situational framework. As a result of theoretical model building, it was hypothesized that there may be a resurgency of playfulness, assumed to be a personality trait of the player, in adolescents. The most significant finding is the emergence of a much more differentiated behavior within playfulness in adolescents as against the unitary trait found in kindergartners. Also, when teachers' conceptualizations of playfulness in the adolescent were analyzed for positive and negative connotations, one-third of the teacher-mentioned attributes were negative for behavior in the classroom as against one-fourth for playfulness at large in the adolescent. Finally, from the information on situational determinants of playfulness at the adolescent level, it would appear that young people and adults are aware that specific behavioral dimensions of playfulness can be shown more freely in an unstructured setting. (Author/TA)

ED 050 369 CG 006 369

The Fort Logan Lodge: Intentional Community for Chronic Mental Patients. Final Report.

Fort Logan Mental Health Center, Denver, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 71

Note—199p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Health Services, Group Experience, *Group Therapy, *Mental Health Programs, *Psychiatric Services, Rehabilitation, *Rehabilitation Programs, Vocational Rehabilitation

Identifiers—Denver, Colorado

This report attempts to identify important variables affecting the success of the Lodge Program, affiliated with the Fort Logan Mental Health Center. The Lodge Program is a community based, group oriented, social and work program for the rehabilitation of the refractory, long stay mental patient. Findings reported include the following: (1) the referrals were some of the most chronic patients at the hospital; (2) no statistically significant differences among treatment teams regarding knowledge, behavior, and attitudes toward the Lodge were found to be related to referrals, the number of men who were rejected, the number who refused to enter or those who joined the Lodge; and (3) with the exception of the vocational rehabilitation counselors, the attitude on the part of treatment personnel was only slightly favorable. In general, leadership among the Lodge membership was found necessary for the group to respond more effectively to the social and work tasks it faced, and the vitality of the Lodge community seemed largely contingent upon positively influencing the variables that influence leadership. (Author/TA)

ED 050 370 CG 006 370

Metz, Marshall T. Miller, Monroe J.

What Type of Communication Increases Understanding Between Delinquents and Their Parents?

Colorado Univ., Boulder. Inst. of Behavioral Science.

Pub Date May 71

Note—8p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, Delinquency, *Delinquents, *Family (Sociological Unit), *Interpersonal Relationship, *Parent Child Relationship, Tape Recordings

This paper represents a preliminary attempt to evaluate the role of interpersonal understanding about connotative meanings in families with delinquent children. Specifically, it is concerned with determining: (1) whether there are differences between troubled and untroubled families in the level of understanding of connotative meanings; and (2) whether the establishment of communication through tape recorded messages leads to an increase in understanding of connotative meanings. The results of this investigation suggest: (1) there is greater understanding of connotative meanings in "normal" families than in families with delinquent children; (2) the misunderstanding in troubled families is primarily a function of parental misunderstanding of sons; and (3) the use of taped communication results in increased accuracy for such families. The finding that "delinquent" parents are less accurate than their sons supports the view that communication in such families tends to be unidirectional. The parents do not listen to nor learn about the feelings and concerns of their sons. It is obvious that improvement of the total family situation requires two-way communication. (Author/TA)

ED 050 371 CG 006 371

Mumbauer, Corinne C.

Socioeconomic Background and Cognitive Functioning in Fourth Grade Children. Volume 4, Number 9.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Central Midwestern Regional Educational Lab., Inc., Memphis, Tenn.; Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, *Discrimination Learning, Early Childhood Education, *Elementary School Students, *Intelligence Tests, *Paired Associate Learning, *Socioeconomic Status

Identifiers—Matching Familiar Figures Test, Wechsler Intelligence Scale for Children

Sixteen (16) male and sixteen (16) female fourth graders from disadvantaged backgrounds and from advantaged backgrounds were given the Wechsler Intelligence Scale for Children (WISC) and the Matching Familiar Figures Test (MFFT), followed by a paired-associates task and a discrimination learning task. Results showed socioeconomic status differences in general intellectual functioning but not in impulsivity-reflectivity learning. There was some suggestion of a relationship between impulsivity and discrimination learning. (Author/TA)

ED 050 372 CG 006 372

Myers, Roger A.

Career Development in the College Years.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Apr 71

Note—20p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, *College Students, Counseling, Counseling Goals, *Counselor Role, *Vocational Counseling, *Vocational Development

This paper concerns itself with two relatively central issues in career development, life stages and choice behavior and focuses on the tasks of the college counselor in regards to them. Life stages refer to sequential series of tasks to be accomplished within time periods that can be specified. Choice behavior is the on-going process of making a realistic career choice. Three implications derived from the material surveyed are offered: (1) a counselor can arm himself with a knowledge of what kinds of characteristics indicate one's degree of vocational maturity; (2) counselors can develop expertise in promoting, eliciting and teaching clients how to profit from exploratory behavior; and (3) counselors can talk to educational policy makers about the importance of restructuring the college or university in ways that better fit the realities of student development. (TA)

ED 050 373 CG 006 373

Peck, DuBois W. Miller, Monroe J.

The Role of Interpersonal Understanding in De-Polarization of Antagonistic Groups.

Colorado Univ., Boulder. Inst. of Behavioral Science.

Pub Date May 71

Note—12p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, *Conflict Resolution, *Interpersonal Relationship, Problem Solving, School Environment, *Student Teacher Relationship, *Urban Schools

This paper reports one attempt to study and work toward the resolution of conflict in an inner city school. Specifically, this investigation was concerned with resolving conflict between students and teachers in an urban school by attempting to: (1) establish effective communication between these groups; and (2) improve understanding so that mutual problems could be resolved. With respect to problems of communication and understanding, the results indicate: (1) effective communication was established through use of a tape recording exchange procedure; (2) the levels of agreement and understanding between students and teachers were initially high and remained high throughout the investigation; and (3) the basis for existing disagreement was identified in terms of differential cue weighting. It was deemed that the ability to identify the precise basis of the existing disagreement directly led to the implementation of a program which substantially improved relations between students and teachers in this particular setting. (Author/TA)

ED 050 374 CG 006 375

Roth, John D.

Variables Related to Outcomes of Engineering Students of Differing Occupational-Educational Backgrounds.

American Personnel and Guidance Association, Washington, D.C.; Minnesota Univ., Minneapolis.

Pub Date Apr 71

Note—16p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability, Academic Ability, *College Environment, *College Freshmen, College Students, Dormitories, *Educational Background, Educational Experience, *Engineering Education, Financial Support, Performance, Student Ability

This study explored the relationship between the occupational-educational background of engineering students and outcome after one year of college. The variables of ability, financial aid, part-time employment, and residence were explored to determine their effect on the relationship between occupational-educational background and outcomes. Results indicate that the ability level of the student demonstrated the strongest effects of the variables considered. Persistance and withdrawal rates were strongly influenced by ability level. High ability students more frequently lived in residence halls, received financial aid, and worked less than students of lower ability. Each ability group included students from a variety of occupational-educational backgrounds. (TL)

ED 050 375 CG 006 376
Seligman, Richard Hanson, Alan
Parental Attitudes on Residence Hall Visitation Policy.
American Personnel and Guidance Association, Washington, D.C.; California Univ., Los Angeles.
Pub Date Apr 71
Note—15p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *College Students, *Dormitories, *Parent Attitudes, Parent Reaction, *Parent Responsibility, Parents, *Parent School Relationship, Resident Students
Identifiers—University of California in Los Angeles
The parents of all students at the University of California in Los Angeles under the age of 21 were mailed a questionnaire to determine their attitudes toward a proposed visitation policy which, in essence, would remove all University imposed restrictions on visitation hours. The residents of each floor would determine the hours during which visitation would be permitted. Of the 1,410 usable responses, nearly two-thirds opposed the proposed expansion of visitation privileges. At the same time, however, less than 10% of the responding parents indicated that they would go so far as to refuse to allow their child to live in the halls under the proposed policy. A copy of the survey and the text of the explanatory cover letter which accompanied it are included. (TL)

ED 050 376 CG 006 377
Vitola, Bart M. Valentine, Lonnie D., Jr.
Assessment of Air Force Accessions by Draft-Vulnerability Category.
Air Force Human Resources Lab., Lackland AFB, Tex.
Report No—AFHRL-TR-71-10
Pub Date Mar 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude, *Enlisted Men, *Individual Characteristics, Individual Differences, Military Air Facilities, *Military Personnel, *Military Service, Performance, Performance Factors
This work assesses the characteristics of current Air Force accessions. On the basis of draft lottery numbers, four groups of basic trainees enlisting in early 1970 were defined in terms of their draft vulnerability at the time of enlistment. These groups, designated as high, moderate, low, and no threat, were compared on a number of dimensions. Compared to the other groups, the test performance of the low-threat group was somewhat lower. In addition, there were significant differences between the no-threat group, the other groups, and the total group. In various comparisons on test performance, there were marked differences between racial and enlistment region subgroups, but only moderate differences within draft-threat groups. The data suggest that under zero-draft conditions, manpower resources at the higher aptitude levels may be more limited than is presently the case. (Author/TL)

ED 050 377 CG 006 379
High Priority Education Project. A Report on the Activities and Accomplishments of the High Priority Education Project to the Florida Legislature.
State Univ. System of Florida, Tallahassee.
Pub Date Apr 71
Note—259p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Planning, Educational Innovation, Occupational Guidance, *Program Design, *Program Development, *Program Evaluation, *Vocational Counseling, *Vocational Education
This report documents the success of the High Priority Education Project in generating an unusual amount of creative activity in the Florida colleges of education in designing and implementing projects to improve vocational education and counseling. The program's five phases are discussed in terms of their intersecting objectives, their procedures and outcomes. These phases were: (1) data collection during which relevant personnel were interviewed to assess the status of current, planned and needed activities related to vocational education and vocational guidance; (2) assistance to the universities through the funding of special small projects the purpose of which were to produce prototypic solutions in priority need areas; (3) the development of the Vocational Reorientation Model which included the identification of components in, or affecting, the Public Education System; (4) a statement of policy; and (5) an analysis of funding needs. (TL)

ED 050 378 CG 006 382
Davis, Jerry L.
Short-Term Counseling: Is It Effective?
American Personnel and Guidance Association, Washington, D.C.; Temple Univ., Philadelphia, Pa.
Pub Date Apr 71
Note—15p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Ability, Academic Performance, Behavioral Counseling, *Counseling, *Counseling Effectiveness, Counseling Programs, Educational Development, *Educational Guidance, *Gifted, *High School Students, Reinforcement, Secondary School Students, Talented Students
Counselors at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin prepared specific suggestions designed to assist participating high school students in their educational development. One hundred and eight academically superior students were assigned to three experimental groups and one control group. Following the usual program activities, each of the three experimental groups were offered an additional brief contact procedure to encourage them to initiate action on counselor suggestions: (1) reinforcement counseling; (2) written communications to subjects; and (3) written communications to subjects' parents. Results indicate that the counseling treatment was significantly more effective in promoting students' actions on suggestions than were the written communications. Females did significantly more initiating than males. Speculation about the results concludes the report. (TL)

ED 050 379 24 CG 006 383
DeVries, David L. Jablonsky, Stephen F.
Applying Operant Conditioning Principles to the Management of Organizations.
Illinois Univ., Urbana.; Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-102
Bureau No—BR-6-1610
Pub Date May 71
Grant—OEG-2-7-061610-0207
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Behavior Theories, *Management, Models, *Operant Conditioning, Organizations (Groups), *Reinforcement
Following Walter Nord (1969), the present article contains a predictive model of individual behavior based on both operant conditioning and management literatures. The behavior of an organizational member is seen as a function of the reinforcement contingencies applied by various groups in his environment and of his cognitive assessment of such contingencies. Several characteristics of reinforcement contingencies are examined, e.g., positive vs. negative reinforcement, schedules of reinforcement, and immediacy of reinforcement. The model provides a potentially useful scheme for classifying environmental contingencies operating on a member of an organization and for predicting their varied effects on behavior. (Author)

ED 050 380 24 CG 006 384
Farley, Frank H. And Others
The Reliability and Validity of Salivation as a Measure of Individual Differences in Intrinsic Arousal. Report from the Project on Motivation and Individual Differences in Learning and Retention.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—WP-51
Bureau No—BR-5-0216
Pub Date Nov 70
Contract—OEC-5-10-154
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arousal Patterns, *Individual Differences, Measurement, *Psychological Studies, *Reliability, *Validity
Identifiers—Salivation
Two studies were reported which attempted to estimate the stability and construct validity of human salivary response as a measure of individual differences (IDs) in physiological arousal. Twenty-second base line estimates and 20-second response levels to four drops of lemon juice were measured, with the former value being removed from the latter to form the salivary score for a given subject. The first study obtained a test-retest correlation over 24 hours for the net salivation score of 0.78 ($N = 25$; $p<.001$). The second study involved the measurement of the threshold of fusion of paired light flashes [two-flash threshold (TFT)], a previously validated index of arousal, as well as salivation. The correlation between net salivation and TFT on 25 subjects was -.57 ($p<.01$). It was concluded that the salivary measure has demonstrated promising psychometric properties for use in ID research. (Author)

ED 050 381 24 CG 006 385
Kidder, Steven J.
A Multivariate Study of Two Techniques for Analyzing Social Variables in the Classroom.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-97
Bureau No—BR-6-1610
Pub Date Mar 71
Grant—OEG-2-7-061610-0207
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Classroom Research, *Educational Attitudes, *Elementary School Students, Grade 4, Grade 5, Measurement Techniques, Prediction, Reading, Sex Differences, *Social Influences, Student Behavior, Teachers
This study was conducted in an attempt to analyze selected aspects of the social milieu surrounding elementary school children. The relationship between the two techniques used in measuring this social environment was also of interest. Fourth and fifth grade students' affective reactions to the following stimuli on both techniques formed the data base: home, friends, mother, self, father, school, teacher, principal. Of primary interest in this study was the attempt to predict or explain the students' reactions to the above stimuli on the basis of the following effects: grade level, teacher sex, student sex, student behavior, and student reading achievement. Results indicated that the combined techniques were most valid in measuring the students' affective reactions to the following stimuli: mother, father, school, teacher, and principal. Based on the eight dependent variables for each technique the overall multivariate hypotheses were significant for these main effects: (1) grade level; (2) teacher sex; and (3) student sex. Of primary interest was the finding that the students' affective reactions to the concepts of school, teacher, and principal varied significantly depending on reading performance. (Author)

ED 050 382 24 CG 006 386
Levin, Joel R. Horvitz, James M.
Verbal and Visual Processes in Children's Learning: I. Meaning in Paired Associate Learning. Report from the Project on Variables and Processes in Cognitive Learning.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—WP-50
Bureau No—BR-5-0216
Pub Date Oct 70
Contract—OEC-5-10-154
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, Educational Research, *Elementary School Students, *Learning Processes, *Paired Associate Learning, Psychological Studies, Semantics, *Verbal Learning, *Visual Learning

The role of meaning in the learning of verbally presented paired associates (PAs) is described by means of an experiment with a replication. A printed PA list containing six different types of items was presented to Sixth Graders. Four of the item types consisted of sentence-embedded PAs on the study trials, followed by test trial cues varying in terms of their similarity in meaning to the study materials. The two remaining item types served as baseline measures of performance, i.e., controls. It was found that: (1) the greater the semantic similarity between the study and test trial contexts, the greater was the recall of PA items, while at the same time; (2) control item types presented in conjunctive phrases were better recalled than those presented in sentences. Implications of these findings are discussed in terms of ongoing research into semantic and imaginal components of children's learning. (Author)

ED 050 383 24 CG 006 387
May, Jack G., Jr. Breyer, Norman L.
The Effects of Selected Teacher and Pupil Characteristics on Social Learning. Final Report.
Florida State Univ., Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-D-051
Pub Date Oct 70
Grant—OEG-4-8-080051-0092-057
Note—124p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Science Research, *Imitation, *Patterned Responses, *Preschool Children, Sex Differences, Social Influences, Socialization, *Social Reinforcement, Socioeconomic Status, *Stimulus Behavior, Verbal Learning
Identifiers—Headstart Program
One of the focal points of this study is the investigation of the relationship between rates and types of imitative responding and responsiveness to social reinforcement (approval). Subjects were 96 children (5 to 6 years old) equally divided according to sex and race (Negro and white). Findings indicate that: (1) it seems tenable to assume that a relationship between verbal imitation and socioeconomic level does exist, although the nature of the relationship and the relevance of other factors is still unclear; (2) it might be fruitful to maintain the distinction of verbal and motor imitation as separate classes of imitative responses; (3) it appears that there is a greater difference in the rates of responsiveness between white males and white females than between Negro males and Negro females; and (4) patterns of responsiveness are related to whether the social influencing agent is physically or symbolically presented to the subject. The results were interpreted as indicating the complexity of the multidimensional phenomena called responsiveness to social stimuli. (Author/TA)

ED 050 384 24 CG 006 388
McKinlay, Richard J. Ramaswamy, Padmini
The Feasibility of Collecting Student Expenditures and Income Data by Diary Methods. Final Report.
Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-E-040
Pub Date Feb 71
Grant—OEG-5-70-0021(109)
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Students, Economic Status, *Expenditures, *Financial Needs, *Income, *Research Design, Student Costs
Identifiers—University of Illinois
The purpose of this pilot study at the University of Illinois was to survey and establish patterns of student expenditures, sources and amounts of income, and the relationship of income to expenditures over time. Using the above as dependent variables, the primary analytic problem was to determine the extent to which student income and expenditures vary with the characteristics of the institutions the students attend. Findings indicate that: (1) participation in the weekly summation of income and expenditure information was largely determined by an initial commitment to participate; (2) the average expenditure per week per student was about $71.88, the average income $68.95, i.e. financial concern is supported by fact; (3) approximately half of the students had a total income per term of $1000 or less; (4) over 40 percent had applied for financial aid; and (5) the Urbana campus had the lowest income and expenditure levels, both overall and for major category groups such as food, transportation, and clothing. Tables, with comments, are included to substantiate results. (Author/TA)

ED 050 385 24 CG 006 389
Pender, Nola J.
A Developmental Study of Conceptual, Semantic Differential, and Acoustical Dimensions as Encoding Categories in Short-Term Memory. Final Report.
Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-070
Pub Date Oct 69
Grant—OEG-5-9-235070-0045-(010)
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Acoustics, Adult Learning, Grade 2, Grade 6, *Learning Processes, *Memory, *Recall (Psychological), *Semantics
The purpose of this research was to investigate developmental changes in encoding processes. It attempted to determine the extent to which children of varying ages utilize semantic (denotative or connotative) and acoustical encoding categories in a short-term memory task. It appears to be a reasonable assumption that as associational hierarchies become more complex and category distinctions become more precisely defined, encoding processes will also manifest definite modifications. The assumption underlying the present research is that when a person hears a word he encodes it into a number of different psychological categories. When a number of words are encoded into the same category within a short period of time, inter-item interference occurs and depresses recall. If a subsequent group of words are coded into a different category, inter-item interference is minimized and recall is facilitated. (Author)

ED 050 386 CG 006 390
Guidelines for School Programs in the Prevention of Drug Abuse.
New York State Education Dept., Albany.
Pub Date 70
Note—18p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche copies at no cost to educators)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Drug Abuse, High School Students, *Preventive Medicine, Program Development, School Community Cooperation, *School Community Programs, *School Health Services, Social Problems, *Student Problems, Student Rehabilitation, Student School Relationship
This publication is intended as an initial effort by the New York state education department to provide pragmatic and realistic suggestions for the development by schools of successful drug abuse prevention programs. The information provided covers: (1) the nature of the problem; (2) present school district policies and procedures; (3) program development, centering on helping students develop their own solutions through school and community facilities; (4) health education, which focuses on continuing programs of physical, mental and pharmacological health; (5) legal considerations such as inspection of lockers, search of person, and confidentiality when dealing with suspected student abusers; (6) recommended references, which includes a brief abstract; and (7) an appendix on emergency medical procedures. Recognized as vitally important to a successful program is student participation, student leadership, parental involvement, and total school-community cooperation. In complement, schools need to be continuously aware of the interrelationship of drug abuse with other social problems such as student alienation, depersonalization, and the feeling of helplessness derived from a perceived inability by students to affect the course of events around them. (Author/TA)

ED 050 387 CG 006 391
The Contraception Counseling and Education Clinic.
California Univ., Berkeley.
Pub Date 70
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Contraception, Counseling Services, *Health Services, Medical Services, *Sex Education, *Student Needs, *Student Personnel Services
This report is a detailed summary of how the contraception counseling and education clinic at Berkeley operates. The clinic is a broad-based contraception service within the student health service, designed to meet the specific needs of college students. It offers contraception education service, and devices, venereal disease screening, pre-marital blood testing and exams, pregnancy counseling, and medical and social-psychiatric referrals in Cowell Hospital on campus. The details that occur in each step of the service offered are outlined thoroughly, and the present seven part evaluation program is described. Titles, qualifications and functions of the employed staff are also given, as well as the types of volunteers and their training. (TA)

ED 050 388 CG 006 392
Arndt, Gerald M.
Interpersonal Compatability: A Test of the FIRO Theory in the Counseling Relationship.
Bridgeport Univ., Conn.
Pub Date Apr 71
Note—17p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Effectiveness, *Counselor Acceptance, *Counselor Attitudes, *Helping Relationship, *Interpersonal Relationship, Interviews, Relationship, Therapeutic Environment
Identifiers—FIRO B Scale
This study measured the interpersonal needs of the counselor and counselee using the FIRO-B Scale to determine their effect on the subject's reaction to a counseling interview. Each counselor and counselee met with a compatible and an incompatible subject within the counterbalanced research designed. The general hypothesis for the study was that the interpersonal compatibility of the counselor and the counselee would have a positive effect on: (1) counselor and counselee feelings and reactions toward the counseling relationship; and (2) reactions towards each other. The results of the statistical testing of the hypotheses indicated that interpersonal compatibility did not have a significant effect, and suggested that the theory may be inadequate for determining outcomes in initial counseling relationships. Among the implications were that: (1) felt progress; (2) interest of the interviewer; (3) an estimation of the interviewer's ability to help; and (4) rewards and costs should also be considered when investigating counseling relationships. (Author/TA)

ED 050 389 CG 006 393
Blair, John Raymond
The Effects of Differential Reinforcement in the Discrimination Learning of Normal and Low Achieving Children.
Eastern Michigan Univ., Ypsilanti.
Pub Date May 71
Note—16p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Discrimination Learning, Grade 3, *Learning Motivation, *Low Achievers, Males, *Positive Reinforcement, Reinforcement, Task Performance
This investigation attempted to clarify the effects of different classes of reinforcement on the size discrimination learning of normal and low achieving third grade middle class boys. The classes of reinforcement consisted of tangible reinforcement, person reinforcement (praise), and performance reinforcement (correctness of response). Each of these reinforcers was presented on a reward-nothing combination basis. The results indicated that the subjects did not all respond homogeneously to a particular class of reinforcement when achievement level was considered. The low achieving boys had a higher percentage of correct responses on the learning task under tangible reinforcement than under person or performance reinforcement, while the normal achieving boys performed more effectively under person and performance reinforcement than under tangible reinforcement. (Author/TA)

ED 050 390 CG 006 394
Buck, Ross W.
Differences in Social Learning Underlying Overt-Behavioral, Self-Report, and Physiological Responses to Emotion.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Report No—R-71-1
Pub Date May 71
Note—11p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Behavioral Science Research, *Emotional Response, Females, Males, Overt Response, Physiology, *Sex Differences, *Socialization
In investigating emotional phenomena in humans, overt-behavioral, self-report, and physiological responses all often seem to be appropriate measures. However, experience has shown that these different kinds of response often do not vary together. It may be that these measures disagree because they are related to different underlying variables. To illustrate how overt-behavioral and physiological responses appear to be influenced by different kinds of variables, several studies of sex differences in emotional responding are reviewed. These indicate that, in certain emotional situations, females appear to respond more than males on overt-behavioral measures, while males show larger physiological responding. In situations involving aggression, in contrast, males show more overt responding while females show greater physiological reactions. The data suggest that the overt-behavioral responses are in fact affected directly by social expectations, while the physiological measures are not. It is concluded that different sets of variables must underlie overt-behavioral and physiological responses, and that the relationships between different kinds of emotional responding deserve further study. (Author/TA)

ED 050 391 CG 006 395
Calia, Vincent F.
Research in Guidance - Some Current Issues.
American Personnel and Guidance Association, Washington, D.C.; Rhode Island Coll., Providence.
Pub Date Mar 71
Note—9p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Accountability, *Educational Research, *Evaluation Criteria, *Guidance, Guidance Functions, Guidance Personnel, Organization, *Research Problems, *Systems Approach
This paper is concerned with making current research in guidance more viable. Two suggestions are proposed: (1) there is a need to police manuscripts submitted to professional research journals for relevance and practicality; and (2) there is a need to involve school personnel, the practitioners in the field, in the planning, design, and conduct of viable research studies. Several impediments to this goal are noted, e.g., little internal and external pressure to change the status quo; the paucity of theories of organizations and of guidance mitigates against the building of a sound base for generating research; and organizational psychologists have not been much more successful in solving similar problems in their own field. Yet, the author is hopeful that a systems approach to research will serve to alter present priorities by: (1) mandating the necessity for a team effort; (2) maximizing the likelihood of producing usable results; (3) creating order among present diverse functions; (4) seeking ways to maximize benefits and minimize costs; and (5) by compelling guidance workers to operationalize their thinking and actions. Difficulties include prohibitive initial costs and systematizing the process and outcomes, a de-humanizing procedure in itself. (Author/TA)

ED 050 392 CG 006 396
Callister, Sheldon L.
A Behavior Modification Approach to Elementary School Consultation.
Pub Date 70
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Behavior Problems, Change Agents, *Consultation Programs, Elementary School Guidance, Learning Theories, *Mental Health Programs, *Problem Children, Professional Services, Reinforcement, School Aides, School Community Cooperation, *Schools, Teacher Behavior
The Weber Mental Health Center consultation program to schools is described. The conditions under which children might be directly treated at the center are enumerated, but the essential thrust of the program is to train teachers, administrators, and parents the principles and application of learning theory to the management of children's behavioral disorders. Several successful approaches are described: (1) a class was offered through the local college offering credit for teachers interested in the behavioral approach; (2) inservice programs were provided for total school staffs indicating an interest; (3) total class programming was taught where desired; and (4) a comprehensive consultation program with the community Head Start Program was initiated and included teachers, aides, parents, etc. (TL)

ED 050 393 CG 006 397
Clore, Gerald L. Jeffery, Katherine McMillan
Emotional Role Playing, Attitude Change, and Attraction Toward a Disabled Person.
Illinois Univ., Champaign.
Pub Date May 71
Note—21p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
Available from—Gerald Clore, Department of Psychology, University of Illinois, Champaign, Illinois 61820
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavior Change, *Changing Attitudes, *Discriminatory Attitudes (Social), Handicapped, *Interpersonal Problems, Interpersonal Relationship, *Physically Handicapped, Role Perception, *Role Playing, Social Attitudes
The effects of emotional role playing on interpersonal attitudes toward the disabled are explored. Three treatment groups (role players, vicarious role players, and controls) were involved. Role playing consisted of traveling about the campus in a wheel chair for an hour. Results indicated that, compared to the control experience, both direct and vicarious emotional role-playing led to more positive responses: (1) to a specific disabled person; (2) to a series of issues concerning disabled students in general; and (3) to a disguised attitudinal measure given by telephone four months later. The concept of empathy appeared more adequate than dissonance for understanding the results. The potential of role playing and vicarious experience for increasing tolerance and social maturity is considered. (Author/TL)

ED 050 394 CG 006 398
Conrow, Douglas C.
A Decentralized Group Treatment Program.
Pub Date [70]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Cooperation, *Community Involvement, Community Responsibility, *Community Services, Comprehensive Programs, Consultants, *Consultation Programs, Health, Mental Health, *Mental Health Clinics, *Mental Health Programs, Mental Illness
Old style and new style mental hospitals are criticized for not dealing directly with a person's inability to live within his community and relate effectively with significant people. The comprehensive mental health programs, which arose in reaction to the deficits of previous facilities and treatment, are viewed as frequently following a similar, if community-based, course. The Weber Mental Health Center's decentralized group treatment approach is described. Its major premise is a behavioral one: clients are not sick, but are having difficulty managing certain aspects of their lives. The program utilizes non-clinic facilities throughout the community, as well as non-clinic personnel. Their approach is viewed as a mental health rather than a mental illness approach and fits well with the consultation and education component which is basic to comprehensive mental health centers. (TL)

ED 050 395 CG 006 399
Fish, Barry Kaplan, Kalman J.
Does a "Foot-in-the-Door" Get You In or Out?
Eastern Michigan Univ., Ypsilanti.; Wayne State Univ., Detroit, Mich.
Pub Date [68]
Note—14p.
Available from—Barry Fish, Department of Psychology, Eastern Michigan University, Ypsilanti, Michigan 48197
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Behavior Patterns, *Experimental Psychology, *Motivation, Psychological Studies, *Reactive Behavior
How can a person be induced to do something he might not ordinarily do? What constitutes a commitment on his part of some future action? Past research indicates that compliance with a small, relatively innocuous "foot-in-the-door" request serves to increase, relative to a control group, subsequent compliance with a larger request directed toward the same goal. The present study suggests such commitment (increasing) effects may be limited to active "feet-in-the-door," predicting substitution (decreasing) effects for passive (less effortful) "foot-in-the-door" compliance. Results support only the substitution predictions and show none of the commitment effects previously demonstrated in the literature for active "foot-in-the-door" compliance. Attempts to resolve these discrepant findings generate a two-factor model, specifying both the degree of initial commitment and the active versus passive nature of the "foot-in-the-door" requests. Specifically, active "foot-in-the-door" compliance and low degrees of initial commitment seem to produce commitment effects; passive compliance and high initial commitment tend toward substitution effects. (Author)

ED 050 396 CG 006 400
Foulds, Melvin L.
The University Growth Center: A Review of Research Findings.
Bowling Green State Univ., Ohio.
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Group Experience, Human Development, *Individual Development, Interpersonal Relationship, *Learning Experience, *Self Actualization, Sensory Experience
This paper discusses the effects on college students of a weekly personal growth group and a marathon growth group, both of which are forms of experiential learning focusing on expanded awareness of self and environment, authenticity, and more effective interpersonal communication. The experiential-Gestalt growth group is a relatively unstructured group experience which emphasizes the exploration and expression of here-and-now feelings concerning self and other group members. Focus is put on what "is," on awareness of one's experiencing and interpersonal interactions, and on awareness of ways in which one prevents himself from feeling, moving, and living more fully and honestly. Marathon growth groups, a time extended growth group experience, are a group practicum in intimate, authentic, human interaction to facilitate a transition from self defensive alienation to transparency and psychological intimacy through genuine encounter. The studies support the proposition that the experiential-Gestalt growth group may be an effective method for fostering the process of personal growth and experiential learning in relatively healthy, growth seeking individuals. The growth center model is currently being implemented at Bowling Green State University. (Author/TA)

ED 050 397 CG 006 401
Gordon, Jesse E.
The Universe of Need, Economic Conditions and the Mix of Services.
Michigan Univ., Ann Arbor.
Pub Date 28 Apr 71
Note—14p.; Paper presented at the National Conference on State and Local Manpower Policy Planning in Salt Lake City, Utah, April, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Services, Job Placement, Labor Conditions, *Labor Demands, *Labor Market, *Manpower Development, *Manpower Utilization, *Organizational Change
This paper is concerned with the question of standardization of manpower services. It deals with the extent to which there is too much standardization in the mix of programs, with the cause of standardization, and with what can be done about it. The author proposes: (1) that the

solution to over standardization of manpower services lies in eliminating the role of guidelines by altering the organizational structure to one which is not based on over arching centralized rule making; (2) that programs are over standardized intrinsically because they are run by agencies organized around a model which requires standardized tasks and work processes; and (3) that manpower agencies must change the basis of their organizational structure to one not requiring a uniform definition of tasks. To make the mix of services more responsive to the state of the local economy and to the range of the universe of need, a conversion of the manpower system to an alternative organizational type with greater local operational autonomy and control, as well as resources, is needed. (Author/TA)

ED 050 398 CG 006 402
Hansen, Michael
Mental Health Consultation Volunteer Group Psychotherapy.
Pub Date [68]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, *Counselor Training, *Group Therapy, Mental Health, *Mental Health Programs, *Psychotherapy, *Volunteer Training
Identifiers—Hill Interaction Matrix

A method of supplying consultation services to school districts is reported. The philosophy underlying this approach is that teaching front line personnel better methods and techniques of handling mental health problems will ultimately lead to true prevention by way of curricular change, changes in teaching techniques, and clearer definition of role responsibility. It appears that a reality oriented, behavior modification approach in group psychotherapy has usefulness not only in dealing with more disturbing behaviors, but also has a tremendous potential for assisting counselors to better utilize their experience in dealing with normal adolescents. The Hill Interaction Matrix was deemed a very useful technique in determining what is therapeutic in a group. Also, it appears that the concept of volunteer group psychotherapy has a definite place as both a clinical and consultative model for secondary schools. (Author/TA)

ED 050 399 CG 006 403
Hays, Daniel G. And Others
Manifest Characteristics of Interactive Sequencing in the Classroom.
Missouri Univ., Columbia. Center for Research in Social Behavior.
Report No—TR-41
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Environment, *Classroom Research, Grade 1, Grade 6, Grade 11, Group Behavior, Interaction Process Analysis, Lower Class Students, Middle Class, *Negro Students, Student Behavior, *Student Characteristics, Student Participation, *Urban Schools, *Verbal Communication
Identifiers—Missouri

This paper reports on an analysis of some manifest, surface and verbal characteristics of the classroom behaviors of students and teachers in the first, sixth, and eleventh grades of urban Missouri schools selected for their composition relative to black and white population. Findings indicate that: (1) on the average verbal participation by students increased from the first grade to the sixth grade, but decreased from the sixth grade to the eleventh grade; (2) similar results were found for the average length of individual student utterances; (3) the percentage and length of group responses decreased with increasing grade level; (4) students in first and sixth grade lower class classrooms said less overall and had shorter utterances than did students for those grades in middle class classrooms; (5) in contrast, black eleventh grade students said more and at greater length than did white eleventh grade students; (6) for first and sixth grades, fewer multiperson responses occurred in the middle class classrooms than in the lower class ones; and (7) in these two grade levels, teachers in the lower class classrooms showed less lexical diversity than teachers in corresponding middle class classrooms. (Author/TA)

ED 050 400 CG 006 404
Hollman, Thomas D.
A Preliminary Look at Employment Interviewers' Proficiency at Combining Information Cues.
Wayne State Univ., Detroit, Mich.
Pub Date 6 May 71
Note—13p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Competitive Selection, Cues, *Employment Interviews, *Evaluation Methods, Information Processing, *Interviews, *Personnel Selection

The most commonly stated and demonstrated shortcoming of the employment interview is its lack of reliability. Yet Wagner (1949) was able to conclude that the reliability of an employment interview is situation and interviewer specific. In this study, the author investigated the interviewer's scoring system, the way he weighs and combines the information he gathers as he attempts to make a personnel decision. This information processing includes: (1) assessing the interrelations of the cues; (2) assessing the validity of the cues for his given purpose; and (3) combining the individual validities while partialling out the common variance among the cues. Results show that: (1) interviewers make adjustments when they perceive redundant information; (2) they process negative information more accurately than positive information; and (3) they differ widely in terms of how valid and interdependent they perceive information units to be. The decisions or hiring recommendations were based almost exclusively on the overall evaluations of the information which the interviewers received and processed. If the final evaluation exceeded the base rate of success, the recommendation was to hire; if not, the recommendation was to reject. (TA)

ED 050 401 CG 006 405
Hood, Ralph W., Jr.
Value Orientation and the Assessment of Creativity.
Tennessee Univ., Chattanooga.
Pub Date Apr 71
Note—20p.; Paper presented at the Southern Society for Philosophy and Psychology Conference in Athens, Georgia, April 8-10, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Behavioral Science Research, Behavior Rating Scales, College Students, *Creative Ability, *Creativity Research, *Criteria, *Psychological Studies, *Values
Identifiers—Newman-Keuls Analyses

Reviews of research in the area of creativity have consistently emphasized the importance of the criterion problem while simultaneously documenting its neglect by contemporary investigators. The failure to explicitly place the criterion problem within an appropriate conceptual model is perhaps a major reason for the failure to confront directly this problem on the empirical level. Notable, too, is that the focus on the criterion problem and indeed creativity research in general has ignored interpersonal considerations. The present study was undertaken to test the general hypothesis that the personal value orientation of the rater and category of behavior being rated would interact in determining judged creativity. Results indicate a significant interaction between value orientation and behavior category, clearly indicating that these two factors interact to determine judged creativity. In addition, the significant Newman-Keuls Analyses indicate the exact nature of this basic interaction: behaviors within the field of one's own value orientation are judged more creative than behaviors outside the field of one's value orientation. (Author/TA)

ED 050 402 CG 006 406
Knott, J. Eugene
Student Personnel "Educators."
American Personnel and Guidance Association, Washington, D.C.; Rhode Island Coll., Providence.
Pub Date 5 Apr 71
Note—11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Responsibility, *Higher Education, Interaction, *Learning Experience, Learning Readiness, Student Development, *Student Personnel Work, *Student Personnel Workers

It is suggested that student personnel workers in higher education have comparable responsibilities to their academic counterparts as "educators" in a literal sense. Each contact with a student by personnel officers should be viewed as an opportunity for facilitating learning and growth. As such, a responsibility for being conversant with and open to discussion of matters integral to the (local) student culture rests squarely on student affairs personnel. Essential interaction can hardly be a mutually profitable occurrence without acceptance of such a duty. In addition to such day-to-day interaction whereby developmental opportunities are inherent in the interchange with students, planned activities should be offered to complement the classroom situation. Such cocurricular offerings should center about vital issues and contemporary topics not dealt with in traditional academic courses. Examples of several such program approaches are presented and a schema for assigning responsibility for the organization and sponsorship of such programs is outlined. (Author)

ED 050 403 CG 006 407
Kuder, James M.
Past Trends in Student Personnel Services for Adults in Higher Education.
Colorado State Univ., Ft. Collins.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Adult Programs, Educational Development, *Educational Trends, *Higher Education, *Student Personnel Services, *Student Personnel Work

An overview of past developments and trends which have had an impact on what is occurring at the present time in student personnel services for adults is presented. The intent was to establish some basis for current and future trends. The author contends that the development of student personnel services for adults in higher education has been extremely painful, erratic, and slow and that there now seems to be a major trend that these services be handled by specially trained personnel. Particular attention is given to the areas of admissions, financial aid, counseling, housing and food service and veterans affairs. (TA)

ED 050 404 CG 006 408
Lick, Judy Bootzin, Richard
Covert Sensitization for the Treatment of Obesity.
Northwestern Univ., Evanston, Ill.
Pub Date May 71
Note—6p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, *Behavior Change, Behavior Problems, *Conditioned Response, *Conditioned Stimulus, Covert Response, Individual Development, *Learning Theories, *Self Control
Identifiers—*Obesity

Forty adult overweight female volunteers were randomly assigned to one of four conditions: (1) two self-control instruction conditions; (2) an automatic immunization instruction group; and (3) a no treatment control group. In the self-control groups, treatment was presented as an aid to gaining self-control over behavior, while in the automatic immunization group, it was explained in classical conditioning terminology. The major finding was that covert sensitization by itself has relatively little effect as a treatment for obesity. Relaxation level, visualization ability and felt discomfort were uncorrelated with weight loss. Methodological considerations are also discussed. (Author/TL)

ED 050 405 CG 006 409
Lifton, Walter M.
Can We Run Fast Enough To Catch Up?
American Personnel and Guidance Association, Washington, D.C.; State Univ. of New York, Albany.
Pub Date 6 Apr 71
Note—7p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior, *Behavioral Counseling, Behavioral Objectives, Counseling, Counseling Effectiveness, Counseling Goals, Counselor Educators, Counselor Functions, Counselor Qualifications, *Counselor Role, Counselors, *Counselor Training, *Educational Innovation, Occupational Guidance, *Vocational Counseling

The author undertakes a re-examination of the vocational counselor's traditional roles and considers some dramatic changes. The increasing societal emphasis on early childhood provokes questions about the current absence of such a focus in guidance training institutions. The paper stresses intervention at this primary level. New counselor roles such as institutional liaison and child advocate are considered. The burden is viewed as ultimately falling on counselor training institutions to divest themselves of their ossified interests in preparing counselors for traditional roles. The author concludes with the suggestion that competent human behavioral specialists be developed through a core program in which all contributing professions would share. (TL)

ED 050 406 CG 006 411

Paris, Scott G. Cairns, Robert B.

Experimental-Ethological Studies of Social Reinforcement in Children.

Indiana Univ., Bloomington.

Pub Date 7 May 71

Note—10p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, *Elementary School Students, *Learning, Learning Motivation, Learning Theories, Operant Conditioning, *Performance, Performance Factors, Reinforcement, *Social Reinforcement, *Verbal Operant Conditioning

The effectiveness of positive and negative evaluative comments for children's learning was assessed in a two-choice discrimination task. Results indicate that negative comments after incorrect responses greatly facilitated learning while positive comments after correct responses had little effect. To explain the findings, a naturalistic analysis of the use of evaluative expressions in the classroom is advanced. It reveals that positive evaluations were used frequently, indiscriminately and often independently of the children's behavior. A distinctive feature of the work is its emphasis upon gains to be made from an integration of traditional experimental methods with ethological analyses of children's behavior. (Author)

ED 050 407 CG 006 412

Patterson, Tom W. And Others

A Partial Validation of Holland's Theory of Vocational Choice.

Colorado State Univ., Ft. Collins.

Pub Date 13 May 71

Note—13p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Individual Characteristics, Individual Needs, Needs, Occupational Aspiration, *Occupational Choice, *Occupational Therapists, Occupational Therapy, *Personality, Personality Assessment, Personality Tests, Psychological Needs, Theories, *Vocational Interests

Holland postulates six personality types, to which he relates vocational choice as the expression of one's needs and personality. This study was designed to validate one of these types, which he designated as Social. One hundred and nine occupational therapy students were administered six tests which measured needs, personality factors, self concept, anxiety levels and interpersonal behaviors. The general findings indicated that occupational therapists corresponded to the social personality type description given by Holland. Comparisons with other social type groups give some, though equivocal, support to the concept of social type as well as pointing out the need for further validation of each personality type and each occupation included in the typology. (Author/TL)

ED 050 408 CG 006 413

Runkel, Philip J.

The Effectiveness of Guidance in Today's High Schools: A Survey in Illinois.

Oregon Univ., Eugene.

Pub Date 62

Note—690p.

EDRS Price MF-$0.65 HC-$23.03

Descriptors—*Counseling Effectiveness, Counselor Evaluation, *Evaluation, Evaluation Criteria, Guidance, *Guidance Counseling, *Guidance Programs, Guidance Services, Pupil Personnel Services, *Secondary School Counselors, Secondary School Students, Vocational Counseling

The chief interest of this study was the relationship between two predictor variables (counselor-student ratio and visiting the counselor) on the one hand and criteria of counseling effectiveness on the other. Other, possibly significant, control variables are described, most notably general academic aptitude. The data was collected primarily by questionnaires from those public high schools of Illinois with an enrollment of 100 or more students. The findings supportive of guidance included: (1) students' knowledge about the educational requirements of their chosen occupations was increased; (2) high counselor availability correlated positively with a larger proportion of high academic aptitude girls being enrolled in the college prep curricula; and (3) the counseling increased the frequency with which students were found to have chosen occupations appropriate to their abilities. The general conclusion is that, while guidance counseling as practiced in unselected Illinois schools affects students favorably, important qualifications are necessary for accurate and useful data interpretation. These are discussed. (TL)

ED 050 409 CG 006 414

Sherman, Steven J.

The Effects of Perceived Locus of Control and Social Influence Techniques on Attitude Change.

Indiana Univ., Bloomington.

Pub Date 8 May 71

Note—6p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Behavioral Science Research, *Changing Attitudes, *College Students, Group Dynamics, *Role Playing, Social Attitudes, *Social Environment, *Social Influences

This study deals with the interaction between social influence technique and locus of control, internal or external to oneself, on attitude change. In a persuasive communication situation, where effectiveness depends on the receiver feelings controlled and subject to influence from outside sources, externals ought to show more attitude change than internals. On the other hand, counter-attitudinal behavior, i.e., role playing, should be effective to the extent that one doesn't feel externally constrained and views himself as a causal agent of his rewards and behavior. Results indicated that: (1) with role playing behavior, low externals showed significantly more change; (2) with persuasive messages, high and low externals didn't differ significantly; and (3) high and low external controls didn't differ in change scores. Thus, the relative efficacy of social influence techniques depends on perceived locus of control of subjects. (Author/TA)

ED 050 410 CG 006 415

Stettner, Laurence J.

Overcrowding and Population Growth: The Nature and Relevance of Animal Behavior.

Wayne State Univ., Detroit, Mich.

Pub Date 7 May 71

Note—16p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aggression, *Animal Behavior, *Behavior Patterns, Community Size, *Overpopulation, Physiology, Population Distribution, *Population Growth, *Population Trends, Social Influences

This paper provides a descriptive overview of research on the consequences of overcrowding and the development of high population densities in animals, and speculates on the relevance of these studies for similar human phenomena. Three major foci are distinguished: (1) the effect of high population densities on animal behavior; (2) the nature of population growth in freely-growing populations confined to limited areas; and (3) the effect of high population densities on the physiological condition of animals. Effects on behavior included vicious aggression, "pansexuality," disruption of adequate maternal care behavior and withdrawal from social interaction. Where population grew freely in confined areas, populations peaked and declined and reproductive and/or maternal qualities were inhibited. Finally, there were definite physiological responses to overcrowding. It is suggested that animal studies suggest relationships we can look for in humans. (TL)

ED 050 411 CG 006 416

Thornton, George C., III

The Validity of Assessment Centers.

Colorado State Univ., Ft. Collins.

Pub Date May 71

Note—36p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation, Evaluation Techniques, *Industrial Personnel, *Performance Tests, *Personnel Evaluation, *Validity

This paper summarizes a review of the recent literature in search of evidence for the validity of industrial assessment centers. The topic is divided into two parts: (1) the evidence regarding the validity of several of the individual assessment techniques that are used in industrial assessment centers; and (2) the evidence concerning the validity of the overal assessment rating (OAR). Findings indicate that: (1) the most valid techniques seem to be performance exercises involving "samples" of behavior; (2) few studies have treated the technique psychometrically; (3) numerous reports fail to report the correlations of the tests, games, etc. with any sort of criteria, although these data were gathered; (4) the overwhelming finding is that OAR's are related to a variety of criteria for subsequent performance and potential in managerial positions; (5) there are serious questions regarding the quality of research designs and problems with criterion contamination in some studies; and (6) the overall assessment evaluation adds a unique contribution to assessment beyond information obtainable from objective tests. (Author/TA)

ED 050 412 CG 006 417

Zodikoff, David H.

A Study of Certain Categories of Social Attitudes of Fourth, Fifth, and Sixth Grade Pupils.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date 67

Note—161p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Attitudes, Background, Childhood Attitudes, *Concept Formation, Democracy, Democratic Values, *Elementary School Students, *Family Background, Individual Characteristics, Parental Background, *Social Attitudes

Identifiers—New York, Syracuse

The study was designed to discover relationships between certain backgrounds and characteristics of children, and some of the attitudes that are considered vital in a democracy, e.g. those concerning democratic living, group interdependence, empathy, independent thinking and social responsibility. The major variables included: (1) grade or class level; (2) sex; (3) I.Q.; and (4) school achievement level. Subjects were upper elementary school children. Data was collected by a questionnaire. In general, it was hypothesized that girls would have more favorable attitudes than boys, and that the older the child and the higher his/her I.Q. and achievement scores, the more favorable his/her attitudes would be. In great part, the findings bear this out. The least favored concept was independent thinking. Reasons for the findings are adduced and implications for future study discussed. (TL/Author)

ED 050 413 24 CG 006 418

Gaa, John P.

Goal Setting: Review of the Literature and Implications for Future Research. Working Paper Number 47. Report from the Project on Variables and Processes in Cognitive Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-47

Bureau No—BR-5-0216

Pub Date Oct 70

Contract—OEC-5-10-154

Note—34p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, *Classroom Research, *Educational Research, Expectation, *Literature Reviews, *Motivation Techniques, Objectives, Psychological Studies

Laboratory research and initial studies of the effects of goal setting in the classroom indicate that goal setting increases achievement. Thus, goal setting may prove to be an effective motivational technique for use in the schools. Goal setting, however, is influenced by many factors such as knowledge of results, explicitness of goals, difficulty of goals, origin of goals, and monetary incentives. Research concerning the effects of these factors is reviewed to provide a basis for the development of classroom goal setting procedures. Classroom studies dealing with conferences and with goal setting are also summarized. Suggestions are provided for research to delineate the effects of goal setting variables in the classroom and for formative evaluations of goal setting procedures. (Author)

ED 050 414 CG 006 420
Gartner, Alan Johnson, Harriet
An Examination of College Programs for Paraprofessionals.
New York Univ., N.Y. New Careers Development Center.
Pub Date Oct 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, *Career Opportunities, Career Planning, Educational Innovation, *Educational Programs, *Human Services, In-service Programs, *Nonprofessional Personnel, Paraprofessional School Personnel, *Program Descriptions, Program Design, Service Workers

This study focuses upon programs designed for full-time paraprofessional employees in human service agencies given time off with pay to attend school. The programs discussed are those whose curricula are designed to connect with and supplement the participants' work and which also grant degrees. Questionnaire returns from 162 such programs comprised the data. Findings reveal that: (1) paraprofessionals perform with considerable academic success; (2) colleges are making many changes to accommodate the new students; (3) most of the programs are in the field of education and of recent origin; and (4) while programs for paraprofessionals exist at colleges all over the country, there is a clustering of such programs on the two coasts. The programs are viewed as part of the more general trend of opening up the nation's colleges in terms of students who are admitted, courses of study offered, and connection with the non-academic and non-college campus world. (TL)

ED 050 415 CG 006 422
Hartman, E. Alan And Others
The Effect of Power Structures on the Propensity to Initiate Conflict in a Triad.
Michigan State Univ., East Lansing.; Texas Christian Univ., Fort Worth.
Pub Date May 71
Note—26p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Behavior Problems, *Conflict, Conflict Resolution, *Games, Game Theory, Power Structure, *Simulation

Thirty students were formed into ten triads, each of which participated in a series of 48 games generated by the combination of eight power structures with six payoff levels. The game paradigm presented each player with the option of attacking or not attacking one of the other two players in this triad. The game procedure, apparatus and design are fully described. It was found that the power structure of the triad, the position in certain of these structures, and the type of local norm that develops all affect the propensity to engage in conflict in which at most one person can achieve his goal, and in which it is possible for all to fail. The study of more complex conflict is encouraged. (TL)

ED 050 416 CG 006 423
Kincaid, Marylou
The Draft and Counseling.
American Personnel and Guidance Association, Washington, D.C.; Seton Hall Univ., South Orange, N.J.
Pub Date 6 Apr 71
Note—9p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling, Counseling Goals, *Counselor Role, Counselors, *Counselor Training, *Males, *Military Service, *Young Adults, Youth
Identifiers—*Draft Counseling

A rationale is presented for why counselors need to become involved in draft counseling. The author discusses five basic reasons why draft counseling should be offered and then considers a number of examples which indicate the kinds of problems which young draft-age men face: anxiety, moral dilemma, family pressures, self image, etc. The professional counselor's crucial role in the area of draft counseling is viewed as threefold: (1) establishing its legitimacy; (2) receiving training and then training others; and (3) working with the exceptionally difficult referrals. The question of values is briefly considered. The author's recommendations concerning the professional counselor and draft counseling conclude the paper. (TL)

ED 050 417 24 CG 006 424
Lavach, John F.
The Effects of Emotional Arousal on Short Versus Long Term Retention of Continuously Presented Information. Final Report.
College of William and Mary, Williamsburg, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-C-010
Pub Date Feb 71
Grant—OEG-3-70-0010(010)
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arousal Patterns, Auditory Perception, Continuous Learning, *Learning Processes, *Memory, Paired Associate Learning, *Recall (Psychological), *Retention, Retention Studies, Stimulus Behavior

Previous research has indicated that for discretely (paired associate) as well as continuously (sound-film) presented information, high arousal during acquisition results in poor immediate recall, but is characterized by a strong reminiscence effect. Low arousal learning results in better immediate recall with poor retention. The hypothesis that high arousal during learning results in increased long term retention, but poor immediate recall, was found tenable. Similarly, it was confirmed that low arousal facilitates improved short term retention with a typical forgetting curve. The implication of this study for the educator centers on a re-examination of the arousal state of the learner during the learning process. (Author)

ED 050 418 CG 006 425
Weigel, Richard G. Smith, Thomas T.
Effects of Pre-PREVIEW Information Mailings on Academic Choices and Performance. Student Development Reports. Volume III, Number 4, 1970-71.
Colorado State Univ., Ft. Collins.
Pub Date 71
Note—20p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Change Agents, College Freshmen, *College Majors, College Preparation, College Students, *Orientation, *Orientation Materials, School Orientation, *Student Personnel Programs

Prior to their attendance at a summer orientation program, 339 students were mailed their own student profile, materials for its interpretation, and information on factors important in academic choices. A control group of 321 students received no mailed materials. Both groups subsequently participated in a standard orientation program, in which the same topics were discussed. Results indicate that students who received the mailed materials more frequently reported that they might change their major than did the controls; however, no actual differences between groups were noted in the number of major changes, the time major changes occurred, or fall term GPA. It is concluded that materials mailed to students to heighten the effects of orientation programs may be of questionable value if the same content is adequately covered at the orientation program itself. (Author/TL)

ED 050 419 CG 006 426
Morrison, Edward J.
But the Goal is Vocational Satisfaction and Competence!
American Personnel and Guidance Association, Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Pub Date 6 Apr 71
Note—8p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Job Satisfaction, *Job Skills, Measurement, Measurement Goals, *Measurement Techniques, Research Criteria, *Vocational Education, Vocational Interests

The National Assessment of Educational Progress's efforts to measure progress toward a commonly accepted educational goal - vocational satisfaction and competence - are discussed. The attempt to operationalize the goal resulted in a set of capabilities prerequisite to the ultimate goal attainment. The difficulties with this "general" set are considered, one of which is that it does not assess capabilities specific to any given occupation. Such a task is viewed as overwhelming, necessary, but not susceptible to immediate solution. The remainder of the paper elaborates some possible interim assessment procedures. The author concludes that the assessment of vocational education to date has been ambitious and rigorous and that the difficulties inherent in the process are now exposed. (TL)

ED 050 420 CG 006 427
Pearson, Richard E.
Verbal Behavior in the Training Group Setting of Individuals Differing in Conceptual Style.
Syracuse Univ., N.Y.
Pub Date 66
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, Behavioral Science Research, Group Behavior, Group Dynamics, *Individual Differences, *Interpersonal Relationship, Sensitivity Training, *T Groups, *Verbal Communication
Identifiers—Person Descriptive Instrument

This paper describes a study which was carried out to examine the intra-group verbal behavior of "person-oriented" and "non-person-oriented" individuals. Extrapolating from conceptual systems theory, it was expected that the "person-oriented" (conceptually abstract) individuals would deal with different referents, time focuses and affect levels in their verbalizations than would the "non-person-oriented" individuals (conceptually concrete). Within the framework of a verbal classification system developed for the study, the verbal usage patterns of the two groups were examined. These verbal usage patterns generally supported the theoretically derived expectations, showing an overall usage superiority by the "person-oriented" sub-group in the areas of: (1) "-here-and-now" statements; (2) affective statements; and (3) affective self-disclosure statements. A quarter-by-quarter examination of these usage patterns revealed a tendency for the "person-oriented" sub-group's superiority in these areas to become more marked during the last half of the total group's life. Implications of these findings for laboratory group composition and design are discussed. (Author)

ED 050 421 CG 006 428
Remer, Robert B.
The Role of Consumers in Planning and Evaluation of College Health Programs.
Geomet, Inc., Rockville, Md.
Pub Date 30 Apr 71
Note—30p.; Paper presented at the American College Health Association Convention in San Francisco, California, April 27-30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Planning, *Colleges, *Cooperative Planning, Evaluation, *Health Services, *Medical Services, Social Change, *Student College Relationship, Student Personnel Services

This report presents the thesis that most college health services will have to undergo critical reexamination and drastic changes before students can rightfully participate as consumers and before effective planning becomes standard operating procedure. The two basic areas where

these changes will have to occur are: (1) in consideration and treatment of the student as a dues paying consumer, along with all the other members of society; and (2) in far bolder plans for consumer participation, comprehensiveness, and planning mechanisms than are now the case in most college communities. In addition, the concept of consumer participation is explored to reveal that there are gaps between practice and promise not only on college campuses but in the whole health care system. In addition, the nature of health planning and evaluation is explored to reveal that the most effective planning process is not always harmonious, that negotiation is the language, and that planning and evaluation necessarily presume medical, social, and political dimensions. (Author/TA)

ED 050 422 CG 006 429
Rosenbluh, Edward S. Reichart, William A.
Small Group Interaction Approach to Police-Community Relations Training.
Bellarmine Coll., Louisville, Ky.
Pub Date Apr 71
Note—11p.; Paper presented at the Southern Society for Philosophy and Psychology, Athens, Georgia, April 8-10, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Problems, *Human Relations, Interpersonal Relationship, *Police, *Police Community Relationship, *Police Seminars, *Social Relations
This project was undertaken with the objective of offering the police departments involved an acceptable and feasible way to extend to their members an insight into the complexities and problems of the people with whom they must deal. Small group discussion was utilized, and the seminars dealt with human dynamics, communication breakdowns, crime and delinquency, leadership and fellowship, and urban problems. Results from a questionnaire administered during the last session of each seminar showed a great deal of acceptance by the officers for the small group interaction approach, as well as for the topics presented and discussed. A particularly significant result was the feeling by most participants that someone was concerned with their needs and feelings and would be in a position, perhaps, to communicate their frustrations and suggestions to the top command. One tentative conclusion drawn was that the officers gained a better understanding of urban problems and the ticklish position in which they are placed as enforcers of the law in twentieth century, urban society. (Author/TA)

ED 050 423 24 CG 006 430
Wolff, Peter
Same- and Mixed-Modality Presentation in Continuous Recognition Memory. Report from the Project on Variables and Processes in Cognitive Learning.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-156
Bureau No—BR-5-0216
Pub Date Mar 71
Contract—OEC-5-10-154
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Cognitive Processes, Memorizing, *Memory, *Recognition, *Retention, *Verbal Learning, Visual Stimuli
Recent theories of verbal memory have hypothesized that memory for a stimulus is not represented by a unitary memory trace, but rather by a coding on several attributes of the event. The present experiment tested the differential forgetting hypothesis in a unique way. Words were presented either visually (V) or auditorally (A) in a continuous recognition memory task. Each word occurred twice, with equal numbers of item pairs in each of the four possible modality combinations (A-A, V-V, A-V, and V-A). The first and second occurrence of a word were separated by 12, 24, 48, and 96 intervening items. Two lists, common and rare nouns, were used. Averaging data from the two lists, a greater number of misses occurred on mixed-modality than same-modality pairs at the first three intervals. At the 96-item interval mixed-modality was superior to same-modality presentation for the rare list only. The results are discussed in terms of Underwood's multi-attribute theory of memory. (Author)

ED 050 424 24 CG 006 431
Wolff, Peter Wilder, Larry
Visual and Auditory Memory in Children. Report from the Project on Variables and Processes in Cognitive Learning.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-155
Bureau No—BR-5-0216
Pub Date Mar 71
Contract—OEC-5-10-154
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Children, Cognitive Processes, Learning Processes, *Mediation Theory, *Memorizing, Memory, *Recall (Psychological), *Retention, *Stimulus Behavior
In the serial position memory task, a series of stimulus cards are placed face down in a row in front of the subject. A card identical to the stimulus card is then shown to the subject, who is required to indicate the position of this card in the stimulus array. The present three studies investigated the possibility that the labeling effect found with children is at least in part a modality effect similar to that found with adult subjects. As in previous research with subject-produced labels: (1) addition of the label facilitated performance only for the recency portion of the list; (2) this effect did not vary systematically with age; (3) memory for the first serial position improved markedly between the ages of 5 1/2 and 6 1/2; (4) labels alone were superior to pictures at the end of the list, but pictures were superior to labels at the beginning; and (5) combined picture and label presentation appeared to follow the curve for pictures at the beginning of the list and that for labels at the end. The results are discussed in terms of modality and mediation effects in children's short-term memory. (Author)

ED 050 425 CG 006 432
Watson, Patricia Noble, Frank C.
Client Satisfaction with Counseling as a Function of Type of Problem, Training and Experience of Counselor, and Duration of Counseling.
American Personnel and Guidance Association, Washington, D.C.; George Peabody Coll. for Teachers, Nashville, Tenn.
Pub Date Apr 71
Note—26p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Centers, *Counseling Effectiveness, Counseling Services, *Counselor Evaluation, *Counselor Performance, Educational Counseling, *Student Personnel Services, Vocational Counseling
This is a follow-up study of clients seen at the Inter-University Psychological and Counseling Center during the 1968-1969 academic year. The instrument used was the Counseling Services Assessment Blank; 59% of the clients returned the questionnaire. Three questions were investigated: Are there differences in satisfaction among clients with problems which are primarily educational-vocational and personal problems? Is client satisfaction related to training and experience of the counselor? Is client satisfaction related to amount of time spent in counseling? Results indicated: (1) greater satisfaction for the clients with personal problems, rather than educational-vocational problems; (2) no significant differences in satisfaction dependent on the training and experience of the counselor; and (3) length of time in counseling and satisfaction were found to be significantly correlated for the clients with personal problems, but not for the educational-vocational choice clients. (Author)

ED 050 426 24 CG 006 443
Marx, Melvin H.
Decision Making and Observation Variables in Acquisition, Retention, and Transfer of Learning. Final Report.
Missouri Univ., Columbia.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0394
Pub Date Apr 71
Grant—OEG-6-9-090394-0067(057)
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Associative Learning, College Students, Elementary School Students, *Intentional Learning, *Learning Experience, *Learning Processes, *Patterned Responses, *Performance, Visual Learning
The main purpose of the research was to make a comparative study of: (1) trial-and-error learning, in which a subject performs and is provided with knowledge of results; and (2) observational learning, in which a subject either observes the performance of another subject or is otherwise provided with equivalent information as to the correctness and incorrectness of responses. In general, the earlier results showing superiority of observation learning were not substantiated. Other results indicated that male college students form new associations more rapidly under performance and less rapidly under observation, and that both sexes tend to repeat errors more often over trials under performance and less often under observation. Also, college students in other experiments learned more effectively on the second of two functions, whether it was performance or observation, indicating the role of a warm-up or learning-to-learn factor. (Author)

ED 050 427 24 CG 006 444
The Role of Social Rewards in Children's Learning and Performance. Final Report.
Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-E-105
Pub Date Jan 71
Grant—OEG-5-9-245105-63
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Children, Discrimination Learning, *Learning, Learning Difficulties, Learning Theories, *Operant Conditioning, Positive Reinforcement, Reinforcement, Rewards, *Social Reinforcement, Verbal Operant Conditioning
The results of a group of studies, the objective of which was to clarify the conditions that account for the effectiveness of verbal approbation, are reported. Among the most significant findings were: (1) that the reinforcement properties of verbal approval are susceptible to distortion, misinterpretation or enhancement and must be applied in a consistent information-giving manner; (2) that high prior frequency of occurrence does not necessarily lead to a lowered effectiveness of verbal approval (i.e. satiation); (3) that the pre-experimental indiscriminative use of social approval can override experimental manipulation; and (4) that disapproval words are quite effective, regardless of prior, pre-experimental use, in the control of children's learning. (TL)

ED 050 428 24 CG 006 445
Russo, J. Robert
A Study of the Effect upon the Self Concept of Delinquents When Interaction Takes Place with Mental Patients. Final Report.
Southern Illinois Univ., Edwardsville. Div. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-098
Pub Date Jan 70
Grant—OEG-5-9-236098-0059
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Delinquency Causes, *Delinquent Identification, *Delinquent Rehabilitation, *Delinquents, *Institutionalized (Persons), Mental Illness, Role Perception, Self Actualization, *Self Concept, *Self Esteem
The primary concern of this research was to examine the effect, on the self concept of delinquent male adolescents, of a relationship in which they perceive themselves as helpers to other human beings. A group of 20 delinquents were paired with patients at a mental hospital. A comparable control group was selected. All procedures and measurement instruments are described. Results indicate that the institutionalized delinquent youghs who were involved in the treatment condition developed a positive self concept when compared to the control group. No "-spin off" effect was reflected in academic improvement. Though such a goal was not included, it was also found that patients involved with the delinquents improved more on pre-selected

behaviors than did a control group of patients. (TL)

ED 050 429 CG 400 036
Mattson, Judith, Ed.
Integrated Personnel Services Index. Volume 3, Number 2.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date May 71
Contract—OEC-3-6-002487-1579(010)
Note—303p.
Available from—ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104 ($4.95 per single issue, $9.00 per year--make checks payable to the University of Michigan)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Annotated Bibliographies, Bibliographies, Counseling Services, Counselor Role, Guidance Services, Literature Reviews, *Pupil Personnel Services, *Research Reviews (Publications), *Resource Materials, *Student Personnel Services
This issue indexes 1452 entries with annotations drawn from the literature of the counseling and personnel services field. Entries include ERIC documents, dissertations, journal articles, and books. Information for obtaining the original document is given with each entry. The entries are cross-referenced in a subject index and author index. Materials in this issue are drawn from those made available during the time period of July through December, 1970. (JM)

EA

ED 050 430 24 EA 003 362
Vivekananthan, P. S.
The Development of a Research and Development Planning System in Education.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—Occasional-Paper-9
Bureau No—BR-7-0348
Pub Date 71
Grant—OEG-2-7-070348-2698
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Educational Research, Mathematical Models, Objectives, *Planning, *Research and Development Centers, *Research Projects, *Resource Allocations, Systems Approach
This paper presents an R & D planning system (RDPS) that consists of (1) a multistage model for formulating projects and (2) a "reward" model for selecting projects. The system is based on a combination of decisionmaking and operations research approaches. Using the system concept, the R & D process is defined in three interrelated terms -- mission, goals, and objectives -- that serve as the radix for generating projects in multistages. The project selection model is used to select projects that maximize expected total "reward" within budgetary limitations. The proposed RDPS can be used to concentrate and coordinate research and development activities. (Author)

ED 050 431 EA 003 386
Baker, Norman R. Freeland, James R.
Information and Innovation in Research Organizations.
Pub Date Nov 70
Note—22p.; Earlier paper presented at ORSA National Meeting (38th, Detroit, Michigan, October 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Information Dissemination, *Information Needs, *Information Systems, *Information Theory, *Innovation, Manpower Development, Models, Organizational Climate, *Planning, Research, Researchers
Empirical work in industrial research organizations has provided data to describe researcher behavior during innovation. Based on these data, the role of information during idea creation and submission is described. A model of a management information system, consistent with and supportive of researcher behavior, is structured to include technical planning, project selection, and manpower planning. The critical problems of information search and dissemination are examined. (Author/RA)

ED 050 432 EA 003 400
Chick, Charles E.
Problems in School Planning.
Pub Date 2 Dec 70
Note—13p.; Paper presented at University of Florida Center for Educational Facilities School Facilities Conference (Gainesville, Florida, december 2, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Schools, Cooperative Planning, *Educational Facilities, Educational Specifications, Enrollment Projections, *Flexible Facilities, Interagency Planning, *School Planning, *Space Utilization, Speeches, State Departments of Education
Identifiers—*Florida
This speech emphasizes Florida's progress in school planning while exposing a number of their still unsolved educational planning problems. Among these problems are those of (1) pupil population analysis within the school district when considerations have to be made concerning whether to add to or remodel existing schools, or to construct new ones; (2) land use studies that will permit effective dealing with population mobility; and (3) administrative adeptness in scheduling techniques that will insure the best use of space. Alternative forms of space utilization such as open plan schools, community schools, and flexibility of design are suggested. The impact of bond issue failures on school building programs concludes the presentation. (MLF)

ED 050 433 24 EA 003 404
Green, Thomas F. And Others
Report of Activities and Accomplishments: March 1, 1968 to February 28, 1969. Final Report.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-7-0996
Pub Date 28 Feb 69
Contract—OEC-1-7-070996-4253
Note—202p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Computers, Educational Planning, *Educational Policy, Expectation, Methodology, Personnel, *Personnel Selection, *Program Development, *Research and Development Centers, *Research Projects
Identifiers—Delphi Method
From 1968 to 1969 the EPRC focused on: staff development, definition of a specific research program, and development of methods to deal with educational policy issues in the context of longrange futures. The research program of the center is organized around educational futures and policy planning. Specific methods include Delphi techniques, goal analysis, cross-impact matrix, and other forecasting methods. Appendixes present some relevant materials from the center. (Some graphs may reproduce poorly.) (RA)

ED 050 434 EA 003 407
Practical Applications of Data Processing to School Purchasing.
California Association of School Business Officials, San Diego. Imperial Section.
Pub Date Apr 70
Note—31p.; Study prepared for California Association of School Business Officials State Conference. (Sacramento, California, April, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Computer Oriented Programs, Computers, *Educational Administration, Educational Equipment, *Electronic Data Processing, *Facility Inventory, Information Processing, Purchasing, *Recordkeeping, Records (Forms), School Accounting
Electronic data processing provides a fast and accurate system for handling large volumes of routine data. If properly employed, computers can perform myriad functions for purchasing operations, including purchase order writing; equipment inventory control; vendor inventory; and equipment acquisition, transfer, and retirement. The advantages of computer applications are now available to any size school district through a variety of computer sharing plans. The use of computers for routine procedures frees the purchasing agent for a more creative role in administration. (RA)

ED 050 435 EA 003 419
Rogers, Luther R.
Project Ideals: Use of Organized Knowledge (Area C).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—72p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Curriculum Development, Curriculum Planning, Curriculum Research, Information Dissemination, *Information Utilization, Literature Reviews, *Research Reviews (Publications), *Research Utilization, *Systems Approach
Identifiers—ESEA Title III
This pamphlet surveys the research and literature dealing with the identification and use of organized knowledge in educational systems. Focusing on curriculum development and planning, the document discusses curriculum programs and projects in four fields: (1) physical and biological sciences, (2) mathematics, (3) social studies, and (4) English. An extensive bibliography is included. Research for this review was funded under ESEA Title III. Related documents are EA 003 420, 421, 422, 423, 424, and 425. (LLR)

ED 050 436 EA 003 420
Breivogel, William F.
Project Ideals: Resources for Learning (Area E).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—114p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Bibliographies, Closed Circuit Television, Educational Equipment, *Educational Resources, *Equipment Utilization, Instructional Films, *Instructional Media, Instructional Technology, Instructional Television, Literature Reviews, *Media Research, *Research Reviews (Publications)
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with instructional media. In addition to reporting on research projects, case studies, and the professional judgment of media experts, the document criticizes research techniques used in various reports and studies. An extensive bibliography is included. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 421, 422, 423, 424, and 425. (LLR)

ED 050 437 EA 003 421
Alexander, William M.
Project Ideals: Organization for Instruction (Area F).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056

Note—61p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Bibliographies, Class Size, Flexible Scheduling, *Group Instruction, Horizontal Organization, Independent Study, *Individualized Instruction, Literature Reviews, *Research Reviews (Publications), *Scheduling, *School Organization, Vertical Organization
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with school organizational plans and their effects on learning. Focusing on vertical and horizontal organization and scheduling, this document lists 10 guidelines to improve organization for instruction and discusses exemplary practices and plans. An extensive bibliography is included. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 420, 422, 423, 424, and 425. (LLR)

ED 050 438 EA 003 422
Hass, Glen
Project Ideals: Curriculum and Instruction Practices for Continuous Learner Progress (Area G).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—70p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Accelerated Programs, Acceleration, Bibliographies, *Continuous Learning, Continuous Progress Plan, *Curriculum Design, Curriculum Research, Dropout Research, Educational Retardation, Grade Organization, *Individualized Instruction, Literature Reviews, Nongraded System, *Research Reviews (Publications), School Organization, *Teaching Methods
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with the effects of curriculum and instructional practices on pupil progress. Specific topics include (1) student grade acceleration and retardation, and elimination from school; (2) graded vs nongraded curriculum and school organization; (3) teaching and curriculum practices for individualized instruction and continuous learner progress; (4) exemplary practices and plans; and (5) guidelines for continuous learner progress. An extensive bibliography is included. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 420, 421, 423, 424, and 425. (LLR)

ED 050 439 EA 003 423
Cunningham, Myron A.
Project Ideals: Staff Selection, Education and Utilization (Area H).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—100p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Differentiated Staffs, *Inservice Teacher Education, *Interaction Process Analysis, Literature Reviews, Paraprofessional School Personnel, *Research Reviews (Publications), Staff Utilization, Teacher Aides, Teacher Certification, Teacher Selection, *Team Teaching
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with (1) differentiated staffing, (2) paraprofessional school personnel, (3) inservice education, (4) team teaching, (5) teacher selection, (6) interaction analysis, and (7) teacher certification. Extensive bibliographies are presented for each topic. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 420, 421, 422, 424, and 425. (LLR)

ED 050 440 EA 003 424
Nunnery, Michael Y.
Project Ideals: Special Services of the School District (Area I).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—75p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—Bibliographies, Bus Transportation, *Educational Facilities, *Educational Planning, Educational Researchers, Literature Reviews, Lunch Programs, Pupil Personnel Services, *Research Reviews (Publications), School Community Programs, School Community Relationship, School Design, *School Districts, School Health Services, *Special Services
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with such local school district services as school plant planning and services, school community communication, school food services, school transportation services, and research and evaluation services. A series of generalizations is listed for each topic based on information reported in the literature. An extensive bibliography is included. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 420, 421, 422, 423, and 425. (LLR)

ED 050 441 EA 003 425
Kimbrough, Ralph B. Andes, John O.
Project Ideals: Administrative Organization (Area J).
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-68-6664
Pub Date 69
Grant—OEG-4-8-066640-0066-056
Note—69p.
Available from—J. B. White, Executive Secretary, Florida Educational Research & Development Council, Coll. of Education, Univ. of Florida, Gainesville, Florida 32601. ($2.00, quantity discount)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, Bibliographies, Boards of Education, *Citizen Participation, Educational Parks, Extended School Day, *Extended School Year, Literature Reviews, Models, *Research Reviews (Publications), School Organization, Superintendents, *Urban Schools
Identifiers—ESEA Title III
This pamphlet surveys the research and literature concerned with the effectiveness of different types of administrative organizations and the problems of articulation among different schools. Discussions and bibliographies are presented for the following topics: (1) the extended school year and day, (2) educational parks, (3) alternative organization models for urban schools, (4) organization of the superintendent and board of education, and (5) organizing for effective citizen participation. Research for this review was funded under ESEA Title III. Related documents are EA 003 419, 420, 421, 422, 423, and 424. (LLR)

ED 050 442 EA 003 426
Vantine, A. William
Implications of Negotiation Theory for Bargaining Between Teachers and School Boards.
Pub Date 4 Feb 71
Note—20p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)
Available from—Mr. A. William Vantine, Director of Personnel, Mt. Lebanon School District, Bower Hill Rd. at Moffett St., Pittsburgh, Pennsylvania 15243 (Free)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Collective Negotiation, *Conflict Resolution, *Game Theory, *Models, *Negotiation Agreements, Speeches
This paper uses a formulation involving concepts of pure, mixed, and mutual accommodation bargaining. The formulation draws on concepts used in game theory, labor negotiations, and theories of conflict resolution; and a number of vaiables are examined in an effort to make sense out of collective negotiations. A changing utility model is developed that can be used to plot changes in disposition and record payoffs that accrue as a result of bargaining over numerically based pure bargaining issues. The formulation was tested in a case study of negotiations. The findings of the study may be used to expand bargaining theory for education and provide insights into the collective negotiations process. (Author)

ED 050 443 EA 003 427
Derr, C. Brooklyn
Organizational Development and PPB for Education.
Pub Date 4 Feb 71
Note—20p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, Communication Skills, *Educational Planning, Motivation, Objectives, Organization, *Organizational Change, *Organizational Climate, *Participant Involvement, Planning, Programing, Resource Allocations, Speeches, Systems Approach
Identifiers—*Planning Programming Budgeting Systems, PPBS
Current practices of planning-programing-budgeting systems in educational organizations have been criticized because they impose objectives, emphasize hierarchical control, and foster unproductive climates. A new method, organizational development, makes effective use of human behavior and when used with PPBS could provide an efficient system for educational planning. PPB methods combined with organizational development treat humans as a resource, and one of the first objectives is to improve communication skills and channels so that all members can participate in decisionmaking. Such participation decentralizes hierarchical control, allowing participants to set goals; and it maintains the proper motivational climate. A related document is EA 003 241. (RA)

ED 050 444 EA 003 428
Hack, Walter G.
Resolved, That the Federal Government Should Fully Finance a Defensible Minimum Education for All Children in the Public Schools. An Affirmative Position.
Pub Date 22 Feb 71
Note—10p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Equal Education, Equalization Aid, *Federal Aid, *Federal Programs, *Financial Policy
Identifiers—Federal Foundation Program
This report discusses several kinds of Federal aid to education and decides that a Federal foundation program is the best type. Arguments in favor of such a program are that (1) contemporary societal problems require a national policy (including a federally financed education program), (2) equity of financial responsibility for the educational system among individuals is best assured through a Federal program supported by a Federal tax system, (3) inequities among States in

financial ability and effort can best be removed by such a program, (4) the economic well-being of the nation depends on the scope and quality of education afforded by a foundation program, and (5) a more responsive educational financing system will develop as a result. (JF)

ED 050 445 EA 003 429
Bowen, C. R.
What Is the Future Role of the School Administrator?
Pub Date 21 Feb 71
Note—13p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Computer Science, Educational Objectives, Individualized Instruction, *Information Processing, *Management Education, Manpower Needs, *Public Education, Speeches, *Technological Advancement
Because technically oriented nations are spending billions of dollars on research and development, by 1980 school administrators will be operating in a society saturated with new information and devices to handle it (i.e., computer-based terminals in homes, offices, and schools hooked up to telephones, videos, and radios). However, the pressing need for professional and technical talent to man the information devices will remain to be satisfied. Through professional management training, educational leadership must master the new management techniques and apply them to education. (Author)

ED 050 446 EA 003 432
Deep, Samuel D.
Use of Management Training Simulations in a University Educational Administration Program. The Program of Exercises for Management and Organizational Development.
Pub Date Feb 71
Note—5p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making Skills, *Educational Administration, Interpersonal Relationship, *Management Development, *Management Education, *Organizational Change, Participant Involvement, Sensitivity Training, *Simulation, Small Group Instruction, Team Training
This report describes self-administered exercises on management and organizational development that emphasize a participative approach in small groups. The Program of Exercises (PEX), an integrated set of exercises, incorporates case study, role playing, programed instruction, and sensitivity training. The training provides a series of experiences relevant to personal growth, team building, and organizational development. PEX participants have possessed wide ranges of work and cultural backgrounds. (Author/JF)

ED 050 447 EA 003 433
Dolce, Carl J.
A Sensible Assessment of Student Rights and Responsibilities.
Pub Date Feb 71
Note—10p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Administrator Responsibility, Clothing, *Court Litigation, Elementary School Students, Freedom of Speech, Religious Factors, *School Law, Secondary School Students, Speeches
Identifiers—Dress Codes, Due Process, *Student Responsibility, Student Rights
This report discusses factors that lead to wide disagreement among educators about proper definitions of student rights and responsibilities. These factors include (1) the particular era in which a definition is formulated, (2) the role perspectives, (3) the values held, (4) the anticipated consequences, and (5) the implicit concepts held concerning the nature of education. The author calls for an expansion of student rights balanced against institutional (societal) needs. He argues that students should have the rights to (1) free expression of their religious, political, and/or philosophical beliefs, (2) wide latitude in personal dress and appearance, and (3) due process. (JF)

ED 050 448 EA 003 439
Derr, C. Brooklyn
Organizational Adaptation to Forces for Change in a Big City School System. A Draft.
Pub Date 1 Feb 71
Note—27p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, Educational Research, *Environmental Influences, Organization, *Organizational Change, Social Factors, Speeches, *Urban Environment, *Urban Schools
This report on the relationship of a complex organization (such as a big-city school system) to its environment critiques the theory and method developed by Paul R. Lawrence and Jay W. Lorsch for analyzing this relationship. To test their approach to organizational analysis, the author conducted a research project in a large urban school system. One of the weaknesses of the Lawrence and Lorsch approach is that it fails to provide urban educators with data concerning which external organizations threaten their survival as an organization, which groups have the resources to help or hurt them, and what major forces in the environment could change the present direction of the city school system. Furthermore, the Lawrence and Lorsch approach speaks indirectly to major policy questions such as decentralization. From this exploratory study has emerged a number of testable hypotheses for future studies. (JF)

ED 050 449 EA 003 441
Davidson, Jack L.
The School Man and Power Politics.
Pub Date Feb 71
Note—11p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boards of Education, Federal Legislation, *Leadership, *Political Issues, *Political Power, *School Superintendents, *Social Change, Speeches, State Departments of Education, State Legislation
This speech examines political activities relevant to school administration on local, State, and national levels. Superintendents are (1) cautioned to pay heed to the local political power situation and to approach the problem deliberately, (2) advised to activate their State association of school administrators and acquaint it with State officials whose help may be necessary, and (3) urged to know their representatives in Congress and to contact them only after they themselves have become fully appraised of the situation. (MLF)

ED 050 450 EA 003 443
Sanford, Terry
Crisis in Educational Leadership: A Dangerous Opportunity.
Pub Date 20 Feb 71
Note—12p.; Paper presented at American Association of School Administrators Annual Convention (103rd Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, *Administrator Role, Bond Issues, *Educational Change, *Educational Quality, *Federal Aid, Financial Support, Leadership, Leadership Responsibility, Speeches
Identifiers—*Educational Reform, Student Rights
This report discusses the crisis facing American education, comprised of professional unrest, student disruption and dissatisfaction, irrelevant curricula, financial distress, and need for reform. The resolution of this crisis depends on the creativity and courage of American educators. Changes could be brought about by an enlightened educational leadership that would bring together the thinkers, doers, gradual reformers, and radical reformers. Educational leadership must, among other things, continue agitation for increased Federal funds. (JF)

ED 050 451 EA 003 444
Willis, Benjamin C.
Administrative Reaction to Student Disruption.
Pub Date 23 Feb 71
Note—7p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *Administrative Personnel, *Administrator Responsibility, Simulation, Speeches, *Student Alienation, *Student Participation
This paper discusses appropriate preventive measures for and proper reaction to student disruptions. While admitting that there is no hard and fast solution, the author cautions against overreacting to disruptions and encourages a positive approach in using student involvement to improve the educational effort. The report emphasizes that an administrator should listen to and become involved with students in an ongoing interchange of ideas on procedures and policies. The author also recommends the simulation of school disruption as a technique for planning the course of action necessary for a particular situation. (JF)

ED 050 452 EA 003 445
Campbell, Roald F.
The Evaluation of Administrative Performance.
Pub Date Feb 71
Note—12p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Evaluation, *Administrator Qualifications, *Administrator Role, *Administrator Selection, *Evaluation Criteria, Leadership Responsibility, Performance Factors, Professional Recognition, Role Perception, School Superintendents, Speeches
This document discusses some of the problems in and offers suggestions for the implementation of administrator evaluation. The author believes that a set of criteria for functions defined in behavioral terms is necessary for an evaluation of administrative performance and emphasizes that these criteria should be utilized at the time a potential administrator applies to graduate school and again when he applies for an administrative position. A plan is proposed for the establishment of a National Commission for the Evaluation of Administrative Performance in Education, which involves the collaboration of school board members, superintendents, and professors of educational administration in nominating commission members. (Author/MLF)

ED 050 453 EA 003 446
Hollister, C. A. Leigh, P. R.
The Constitutional Rights of Public School Students. Research Development Service Bulletin; Vol. 14, No. 6.
Oregon School Study Council, Eugene.
Pub Date Feb 71
Note—44p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97401 ($2.50)
Document Not Available from EDRS.
Descriptors—*Activism, *Administrative Personnel, Administrator Responsibility, Clothing, Elementary School Students, *Federal Court Litigation, Freedom of Speech, Religious Factors, *School Law, Secondary School Students
Identifiers—Dress Codes, Due Process, *Student Rights
This report reviews legel problems related to students' rights by discussing the results of legal disputes involving primary and secondary student challenges to school district rules, regulations, and policies. The study is concerned solely with controversies involving Federal issues that have been heard by Federal courts. A summary of apparent trends and Federal judiciary decisions pertaining to student rights is found at the end of each chapter. (JF)

ED 050 454 EA 003 450
Hazlett, James A.
Should Each State Assume Full Responsibility for Financing Public Education.
Pub Date 22 Feb 71
Note—12p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Accountability, *Educational Equality, *Educational Finance, Expenditure Per Student, *Governance, Political Influences, *School Taxes, Speeches, *State Aid

This paper discusses four arguments for full State funding of schools: (1) the State is the logical and legal governmental unit to guarantee equal educational opportunity and program adequacy, (2) the State can command revenues through a variety of taxes whereby districts are generally limited to property taxes, (3) students in sparsely settled school districts and those of low socioeconomic levels would receive better programs of curricular offerings, and (4) efficiency and economy in the collection and distribution of tax revenues would eliminate the numerous collection and assessment offices at local levels. After pointing out several administrative weaknesses in these arguments, the author concludes that the idea of full State funding has not yet come of age. (Author/JF)

ED 050 455 EA 003 453

Cole, Wilma

The Year Round School.

Pub Date Apr 71

Note—8p.; Paper presented at National Association of Elementary School Principals Annual Meeting (Cleveland, Ohio, April 17-22, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, Case Studies (Education), *Elementary Schools, Enrollment Trends, Evaluation, *School Schedules, *Space Utilization, Speeches, *Year Round Schools

Identifiers—*Frances Howell School District, Missouri

This address describes how one school district overcame the problems of too many students for the available classroom space and of insufficient funds to provide additional classrooms. In one school a year-round program for students in grades one through six was proposed and supported by parents and teachers. A school calendar was established that required students to attend school during four 9-week sessions and provided a 3-week vacation after each 9-week session. Teachers and other school personnel were allowed one day following each session to prepare for the next cycle of students. The calendar also observed the same holidays and vacations, September-May, that were observed by all other schools in the district. Some of the problems encountered in the program since its inception in July 1969 and the solutions thereto are presented and discussed. (MLF/Author)

ED 050 456 EA 003 454

Quie, Albert H.

What Is the Future Role of the School Administration - AASA Committee for the Advancement of School Administration.

Pub Date Feb 71

Note—10p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Changing Attitudes, Educational Finance, Federal Legislation, *Labor Market, *Manpower Needs, *Manpower Utilization, *School Administration, Speeches, Unskilled Labor, *Vocational Education

The school administrator should assure that every child, upon leaving school, is prepared either to take a decent job, to go on to further occupational education, or to go to college. Any feasible national policy for meeting present and future manpower needs must presuppose a major overhaul of our total structure of education. Only one in four high school students today will have any kind of occupational education, and scarcely one in ten will leave high school with entry-level skills in any occupation. New Federal legislation is being proposed that would increase emphasis on postsecondary occupational education while holding out Federal inducements to elementary and secondary schools for putting occupational orientation, counseling, and preparation (including placement) on the same footing with traditional academic preparation. (Author)

ED 050 457 EA 003 455

Kiesling, Herbert J.

Multivariate Analysis of Schools and Educational Policy.

Report No—P-4595

Pub Date Mar 71

Note—53p.; Revised version of paper prepared for DHEW, Office of Assistant Secretary for Program Evaluation, Summer 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Educational Economics, *Educational Policy, *Educational Research, *Research Projects, *Statistical Analysis

This report describes a multivariate analysis technique that approaches the problems of educational production function analysis by (1) using comparable measures of output across large experiments, (2) accounting systematically for differences in socioeconomic background, and (3) treating the school as a complete system in which different experiments can be related to each other. Multivariate analysis provides (1) a useful perspective for organizing educational research, (2) an accurate information source for describing American education, and (3) a framework for planning future research. Included in this paper are a review and an annotated listing of various multivariate studies, some implications of multivariate analysis for future research, and a list of 31 references. (Author/LLR)

ED 050 458 EA 003 458

Andrews, Richard L.

The Washington Principal Evaluation Inventory. Preliminary Manual.

Washington Univ., Seattle. Bureau of School Service and Research.

Pub Date 70

Note—16p.; Previously referred to as Andrews Principal Evaluation Inventory

Available from—Bureau of School Service and Research, 126 Lewis Annex, Univ. of Washington, Seattle 98105. (Specimen set: $1.00; WPEI forms $.25 each. Complete data analysis, computer service available)

Document Not Available from EDRS.

Descriptors—*Administrator Evaluation, *Behavior Rating Scales, Evaluation, Personnel Evaluation, *Principals, Reliability, *Statistical Analysis, Statistical Surveys, *Teacher Administrator Relationship, Teacher Response

The Washington Principal Evaluation Inventory provides a measure of principal effectiveness. Not only does the inventory yield a total measure of overall principal effectiveness, but also meaningful scores for each of seven dimensions of administrator behavior. The inventory consists of 64 statements of principal behavior on which teachers and fellow administrators make judgments concerning the extent to which the principal fulfills his responsibility. A sample inventory and a scoring key are included. (Author/RA)

ED 050 459 EA 003 459

Teacher Tenure and Contracts. A Summary of State Statutes. School Law Series.

National Education Association, Washington, D.C.

Report No—RR-1971-R3

Pub Date 71

Note—96p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. (Stock No. 435-25468, $2.00, quantity discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Contracts, Educational Legislation, School Law, *State Laws, *State Legislation, *State Surveys, *Teacher Employment, *Tenure

This report contains a State-by-State summary of statutory tenure provisions for teachers and other school personnel. In those States where tenure legislation is not statewide, or where no tenure laws have yet been passed, other statutory provisions that bear on the duration of employment have been summarized. All reported enactments through September 30, 1970 are included, and citations to appropriate State codes are given. A tabular listing shows the type of tenure and contract provisions in effect in each State. (JF)

ED 050 460 EA 003 460

Goffman, Irving J.

Some Economic Considerations for Determining Additional Educational Expenditures.

Pub Date 7 Dec 70

Note—15p.; Paper presented at National Education Finance Project National Conference. (1st, Washington, D. C., December 7, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Economics, *Educational Finance, Expenditures, *Human Capital, Resource Allocations, *School Support, *Speeches

This conference paper analyzes educational finance from the standpoint of human capital, noting the external economic and social benefits that result from educational expenditures. A case is made for publicly sponsored adjustments to the market mechanism to insure an optimum allocation of educational resources. (LLR)

ED 050 461 EA 003 463

PPBS: Design of Selected Programming Elements. The Report of a Project Made at the Request of the Board of Education, Union Free District #2, Town of Cheektowaga.

Maryvale Central School District, Cheektowaga, N.Y.; State Univ. of New York, Buffalo. Dept. of Educational Administration.

Pub Date Mar 70

Note—172p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annotated Bibliographies, Budgeting, Cost Effectiveness, Educational Objectives, Feedback, Organization, Performance Criteria, *Planning, *Program Budgeting, *Program Design, Program Development, *Program Evaluation, *Programing, Systems Approach

Identifiers—PPBS

The significance of a planning-programing-budgeting system for educational use lies in its ability to improve educational planning and cost effectiveness. As part of the Western New York PPBS project, a model for implementing PPBS in districts of fewer than 25,000 students was developed and tested. The completed model consists of three components: planning, programing, and budgeting. This document reports on the four elements in the programing component: (1) program structure, the framework designed to achieve educational objectives; (2) program criteria, the measures of effectiveness of stated programs; (3) feedback mechanisms, the procedures to facilitate information return on costs and attainment of objectives; and (4) multiyear cost, the techniques to facilitate forecasting of future educational needs. (RA)

ED 050 462 EA 003 479

Steinbaum, Milton

Career Development for the Elementary School Principal, or the Vanishing Profession.

Pub Date 20 Apr 71

Note—13p.; Paper presented at the National Association of Elementary School Principals Annual Meeting. (Cleveland, Ohio, April 17-22, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Background, Administrator Responsibility, *Administrator Role, Educational Innovation, *Elementary Schools, Human Relations, *Internship Programs, *Management Education, *Principals, Speeches

Identifiers—Career Development, Upper Marlboro Maryland

This speech outlines a local elementary principals association's innovative program of career development for elementary school principals. This program consisted of three elements: (1) human relations skills, (2) management training, and (3) internships. The program's uniqueness centered around its longrange training projections for currently employed or newly appointed principals, and for future appointees on a continuing basis. (LLR)

ED 050 463 EA 003 481

Hughes, Larry W.

Organizational Climate: Another Dimension to the Process of Innovation.

Pub Date 19 Apr 71

Note—38p.; Speech delivered to National Association of Elementary School Principals Annual Meeting. (Cleveland, Ohio, April 17-22, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administration, Administrative Organization, Administrative Personnel, *Administrator Characteristics, Change Agents, Educational Change, *Educational Research, Hypothesis Testing, *Innovation, Objectives, Organization, Organizational Change, *Organizational Climate, Principals, Speeches

The objective of this research was to determine the relationships between organizational climate

and innovativeness. Investigators used the Organizational Climate Descriptive Questionnaire to determine the organizational climate for 24 Ohio school districts. An open climate is defined as one in which there is attention to both task achievement and social needs, whereas in a closed climate members receive little satisfaction from either. Findings indicate that innovative districts foster the open climate whereas noninnovative districts are characterized by the closed. Implications for the role of the principal as a change agent are also given. (RA)

ED 050 464 EA 003 484
Curtis, Thomas E.
"What Is a Humanizing Curriculum?"
Pub Date 24 Feb 71
Note—11p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Curriculum Design, Curriculum Planning, Educational Change, *Educational Philosophy, Educational Problems, Humanism, Humanities Instruction, *Individualism, *Self Actualization, Social Values, *Student Centered Curriculum
Current educational philosophies stress the need to personalize education. Emphasis must be placed on the needs and interests of individuals, and curricula must be constructed to enable students to actualize their own potentialities. The humanizing curriculum centers on the student, and the teacher helps to plan, guide, and evaluate the individual rather than to transmit selected facts. Four types of humanizing curricula are being introduced that differ primarily in their view of the centrality of man in his relations with his environment. One type emphasizes humanities instruction, while the other three conceive of man as (1) a social creature, (2) a unique individual, and (3) an introspective analyst. (Author/RA)

ED 050 465 EA 003 485
Ferguson, Donald G.
Student Involvement. A Working Paper.
Pub Date Feb 71
Note—10p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, *Decision Making, Educational Change, Educational Problems, Organizational Climate, Speeches, *Student Centered Curriculum, *Student Development, *Student Participation, *Student Unions
Students are clients of the educational system, but traditionally have had little voice in decision-making about the services they receive. Students are now demanding greater involvement, and administrators have tried a number of programs designed for student participation, generally with success. Some examples of successful programs are (1) student centers that provide a focus on students and serve to improve relations with students, (2) inclusion of students on deliberative and decisionmaking bodies to encourage greater communication and understanding between staff and students, and (3) involvement of students in producing innovative educational programs and services that better meet the needs and interests of students. (RA)

ED 050 466 08 EA 003 487
Hetrick, William M.
Coordination of Organic Curriculum Development in the Public Schools of Monroe, Michigan. Final Report.
Monroe City School District, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0137
Pub Date Sep 70
Grant—OEG-0-8-080137-2681-(085)
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Coordination, *Curriculum Design, Curriculum Development, Curriculum Planning, Individualized Instruction, Inservice Education, *Program Administration, Secondary Education, *Student Centered Curriculum, Student Experience, Student Interests, Student Needs, *Vocational Education
Identifiers—*Educational System for the Seventies, ES'70, Learning Packages, Monroe Michigan
This document describes the efforts of program administrators to implement an organic curriculum in the Monroe, Michigan, high school. The chief program administrator coordinated curriculum revision activities to increase vocational guidance and training and to train teachers in individualized instruction methods. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed during the project. A related document is ED 023 914. (RA)

ED 050 467 08 EA 003 488
Jacobson, Marjory E.
Coordination of Organic Curriculum Development in the Public Schools of Bloomfield Hills, Michigan. Final Report.
Bloomfield Hills School District, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0176
Pub Date 15 Oct 70
Grant—OEG-0-8-080176-2679(085)
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Continuous Progress Plan, Coordination, *Curriculum Design, Curriculum Development, Educational Change, Educational Objectives, Evaluation, Individualized Instruction, Organization, *Program Administration, Secondary Education, *Student Centered Curriculum
Identifiers—Bloomfield Hills Michigan, *Educational System for the Seventies, ES 70, Learning Packages
This document describes the efforts of program administrators to implement an organic curriculum in the elementary and secondary schools of Bloomfield Hills, Michigan. The chief program administrator coordinated curriculum design and implementation under the continuous progress plan, selected and evaluated instructional materials, and established communication with the community. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of related project materials. (RA)

ED 050 468 EA 003 489
Wohlers, A. E. Conrad, M. J.
A Recommended Plan of Action for the Ohio Youth Commission. A Cooperative Project by Selected Staff Members of the Ohio Youth Commission and the Staff of the Educational Administration and Facilities Unit of the College of Education of the Ohio State University.
Ohio State Univ., Columbus. Coll. of Education.
Pub Date 71
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Delinquent Identification, *Delinquent Rehabilitation, Individualized Programs, Individual Needs, Need Gratification, *Program Evaluation, *Socially Deviant Behavior, *Youth Problems, *Youth Programs
Identifiers—Community Needs, Ohio Youth Commission, Societal Needs
This document describes the present activities of and recommends improvements for the Ohio Youth Commission, an organization designed to provide treatment and rehabilitative services for socially deviant youths. (LLR)

ED 050 469 EA 003 490
Airconditioning for Schools. A Report.
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Mar 71
Note—14p.
Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022. (Single copies free. Multiple copies $.25 each)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Conditioning, *Air Conditioning Equipment, *Controlled Environment, Cost Effectiveness, *Environmental Influences, Learning Processes, Pamphlets, *School Environment, Year Round Schools
This pamphlet advocates air conditioning to improve educational productivity. The physiological effects of thermal environment are explained and educational experiments cited to substantiate the benefits of air conditioning in promoting learning. The necessity and economy of air conditioning for schools with large open-space learning areas and for those with year-round usage is emphasized. Air conditioning as part of a school's modernization process is also discussed. (MLF)

ED 050 470 EA 003 493
New Patterns for Public Education in Rhode Island. A Report to the Board of Regents for Education. Volume II.
Engelhardt and Engelhardt, Inc. Purdy Station, New York.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Action, Continuous Learning, Early Childhood Education, *Educational Finance, Individualized Instruction, Occupational Guidance, *Occupational Information, *Organization, *State Boards of Education, Vocational Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Job Description, *Rhode Island
A model organization of the State educational structure is proposed and specific suggestions are made concerning State-local governance, financing plant operation, and construction of job descriptions for certain key functions. Recommendations for implementation of the program are: (1) individualized instruction and early childhood education, (2) basic occupational orientation from which students can make critical vocational decisions, (3) vocational programs suitable to the needs and talents of all students, (4) provision for and encouragement of lifelong education and reeducation, (5) involvement of students in community action, (6) schools to serve as agencies for social programs that affect students and communities, and (7) efficiency in meeting these goals. The consulting firm preparing the report was assisted by Mr. Joseph M. Cronin and Associates of Harvard University. Tables, maps, charts, and diagrams serve to elaborate the text. (Portions of the seven maps may reproduce poorly because of poor contrast.) (Author/MLF)

ED 050 471 EA 003 494
School Building Survey: Homer Central School District, Homer, New York.
Engelhardt and Engelhardt, Inc. Purdy Station, New York.
Pub Date Mar 70
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Improvement, Construction Needs, Educational Finance, *Educational Planning, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Facility Inventory, *Facility Requirements, Parochial Schools, *Population Growth, Population Trends, School Districts, Space Utilization, Student Distribution
Identifiers—Homer New York
This survey takes into consideration population growth, past enrollments, and resident live births in its projection of school district building needs. The existing facilities -- two elementary schools, an intermediate school, and a junior-senior high school -- are examined and the functional capacity of each building determined. Recommendations are made for (1) reorganizing usage and the remodeling of existing school buildings, and (2) site acquisition and construction of a new building to house 1,000 students. Costs of the suggested remodeling and the new construction are roughly estimated. The amounts of State aid and local taxation necessary to complete the project are estimated, and a timetable for action is proposed. Tables, charts, maps, and floor plans accompany the text. (MLF)

ED 050 472 EA 003 496
School Building Needs: School District of the City of Benton Harbor, Michigan.
Engelhardt and Engelhardt, Inc. Purdy Station, New York.
Pub Date May 70
Note—157p.
EDRS Price MF-$0.65 HC-$6.58

Descriptors—Building Improvement, *Construction Needs, Early Childhood Education, Educational Finance, *Educational Planning, *Enrollment Projections, Enrollment Trends, *Facility Inventory, *Facility Requirements, Food Service, Middle Schools, School Districts, Secondary Schools, Space Utilization, Student Distribution, Student Transportation, Team Teaching
Identifiers—Benton Harbor Michigan
This report focuses on the structure of the district, criteria for progress, and educational research data that provide background for implications for change. The report makes five recommendations: (1) reorganize the school structure to early childhood (ages 3-7), elementary (ages 8-10), middle school (ages 11-13), and high school (ages 14-17); (2) construct a new senior high school for 3,000 students; (3) add to and remodel some of the existing schools; (4) establish a central kitchen and provide food service to every school; and (5) establish a central administrative center to serve the entire district. Tables, maps, charts, photographs, and floor plans accompany the text. (MLF)

ED 050 473 08 EA 003 497
Dietz, Thomas S.
Coordination of Organic Curriculum in the Public Schools of Willingboro, New Jersey. Final Report.
Willingboro Public School District, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0175
Pub Date Mar 71
Grant—OEG-0-8-080175-2676(085)
Note—210p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Objectives, Coordination, *Curriculum Design, Curriculum Development, Individualized Instruction, Inservice Education, Mathematics Curriculum, Program Administration, *Student Centered Curriculum
Identifiers—*Educational System for the Seventies, ES 70, Learning Packages, Willingboro New Jersey
This document describes the efforts of program administrators to implement an organic curriculum in the Willingboro, New Jersey, public schools. Major activities included inservice programs to train teachers and administrators to write behavioral objectives, and implementation and modification of learning packages. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of project related materials. (RA)

ED 050 474 EA 003 498
Rhodes, Eric And Others
Keeping Students in School.
Educational Service Bureau, Inc., Arlington, Va. Administrative Leadership Service.
Pub Date 71
Note—54p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D. C. 20006 ($5.95)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Dropout Identification, *Dropout Prevention, *Dropout Programs, Inservice Teacher Education, Occupational Guidance, *Remedial Instruction, School Responsibility, Student Teacher Relationship, Vocational Education
Two studies by ESB staff are used to compare actual and potential dropouts; data from these studies are reflected in 43 tables. Some school program recommendations are made as a result of the studies: (1) research for identifying actual and potential dropouts and for developing a dropout profile, (2) pupil remedial education programs, (3) remedial education programs adapted for dropouts, (4) special occupational curriculum orientation programs, (5) centers for learning and living enrichment, (6) inservice teacher education programs, (7) principals' administrative leadership seminars, and (8) employment surveys. The purposes of these programs and the procedures to initiate them in school districts are described. (Author/MLF)

ED 050 475 EA 003 499
Griffin, C. W., Jr.
Systems: An Approach to School Construction.
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Feb 71
Note—90p.
Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Architecture, *Construction Costs, *Educational Facilities, Educational Research, Facility Requirements, Management Systems, Performance Criteria, *School Construction, *School Design, *Systems Approach
This report describes some programs that attempt to raise the quality of school buildings without raising the cost of building them. Educational changes have required new sets of spaces in schoolhouses, whose specifications could only be met by changes in building technology and in construction management. This triumvirate of change emerged in the form of the systems approach to school construction, which necessitates an improvement in building technology, but demands a revolution in management techniques. Five cases of school construction using the systems approach are presented to acquaint educationists with the advantages of systems applications. (Author/RA)

ED 050 476 EA 003 501
Buckner, Allen L.
Network-Based Management Procedures.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Feb 70
Note—138p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Computers, *Critical Path Method, Decision Making, Educational Change, Educational Planning, Evaluation, *Management, *Management Systems, Organization, Planning, Problem Solving, *Systems Approach
Identifiers—ESEA Title III, Operation PEP, PERT
Network-based management procedures serve as valuable aids in organizational management, achievement of objectives, problem solving, and decisionmaking. Network techniques especially applicable to educational management systems are the program evaluation and review technique (PERT) and the critical path method (CPM). Other network charting techniques are (1) line of balance charts, (2) Gantt bar charts, (3) milestone charts, and (4) flowcharts. Research for this project was provided by an ESEA Title III grant. (Author/RA)

ED 050 477 EA 003 502
Porter, David O.
Organizational Aspects of Resource Mobilization.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Jun 70
Note—56p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton Street, Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgeting, Educational Administration, Input Output Analysis, *Management Systems, *Organization, Planning, Resource Allocations, *Resources, *Systems Analysis, Systems Approach
Identifiers—ESEA Title III, Operation PEP
Resource acquisition is a general process active in all social organizations. The relative success of organizational resource mobilization determines whose goals and values will be met. Several factors impinge on resource mobilization, including suborganizational levels, technological sophistication, professionalization, and unionization. Environmental factors include dispersion, quantity, and stability of resource suppliers. Budgeting and resource mobilization are closely related, and some budgeting processes may be better understood if analyzed through the framework of resource mobilization. Research for this project was funded under a Title III grant. (Author/RA)

ED 050 478 EA 003 503
Goodell, Fred O. And Others
Budgeting in California Intermediate and Local Education Agencies. Part I, County School Service Fund Budget. Part II, Budget Preparation and Approval for a California School District.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Feb 70
Note—30p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accounting, Average Daily Attendance, *Budgeting, *Budgets, *County School Systems, *Management Systems, *Program Budgeting, Pupil Personnel Services, School District Spending, School Services, Tax Support
Identifiers—ESEA Title III, Operation PEP
This document, prepared by consultants of Operation PEP, consists of two separate parts. The first discusses relevant aspects of county school service fund budgeting; the second, the preparation and approval of school district budgets. The principal referent for discussion in both cases is the budgetary requirements of educational agencies in California. Research for this project was provided by an ESEA Title III grant. (Author)

ED 050 479 EA 003 504
Feldman, S. Shirley Crockenberg, Susan
A Profile of Cognitive Development in Children.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Sep 69
Note—41p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton Street, Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, *Cognitive Development, *Cognitive Processes, Concept Formation, Environmental Influences, Individual Differences, Language Development, *Learning, Memory, *Perception, Problem Solving
Identifiers—ESEA Title III, Operation PEP
This profile of significant research findings comprises a framework for analyzing and synthesizing information on the cognitive development of children. The variables used to systematize the literature search were: perception; motor development; language; conceptual activity; and learning, memory, and problem solving. The findings are arranged according to these variables by age group and include author citations, the classification of research as empirical or theoretical, and the identification of source as prime or a review article. A final bibliography provides complete citations. (MLF)

ED 050 480 EA 003 505
Springer, Michael
Social Indicators, Social Reports and Social Accounts: Toward the Management of Society.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410; ESEA-Title-3
Pub Date Mar 70
Note—39p.
Available from—San Mateo County Office of Education, Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, Economic Research, Government Role, *Management, *Policy Formation, Social Change, Social Planning, Social Problems, *Sociocultural Patterns
Identifiers—ESEA Title III, Futurism, Social Accounting, Social Reporting

This report examines the origins and implications of social reporting and accounting and defines the problems related to finding measurable indicators of social change. The development of scholarly and governmental interest in these concepts and the interest in the conceptual differences among approaches on how to manage society are discussed. In general, social reporting and accounting functions consist of (1) assessment of the state and the performance of society, (2) anticipation of future crisis situations, (3) indication of control mechanisms, and (4) guidance of social knowledge. Discussed are some of the approaches -- the analysis of trends, national goal analysis, futurism, the new political economy, and systems theory -- that constitute a base of concepts, models, and methodologies for the development of social reports and accounts systems. An annotated bibliography of selected readings is included. (Author/MLF)

ED 050 481 EA 003 506
Warner, David C.
A Brief History and Analysis of Budgeting as a Tool of Allocation.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Mar 70
Note—51p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgeting, *Cost Effectiveness, *Federal Government, Government Role, *Management Systems, Planning, *Program Budgeting, Resource Allocations, Social Values
Identifiers—ESEA Title III, Operation PEP

This document consists of three sections: a summary of the development of government budgeting, a discussion of the concepts and applicability of performance budgeting, and a critique of the techniques and usefulness of PPBS with a detailed analysis of its economic assumptions. Appendixes show that an optimum solution to the problem of allocations between the public and private sector is virtually impossible. For some merit goods such as education, a partial use of the market system may be more productive. Funds for this research project were provided by an ESEA Title III grant. (Author)

ED 050 482 EA 003 507
Evans, John A.
The Role of System Analysis in Education Management: A Pragmatic Appraisal and a New Perspective.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date Sep 70
Note—55p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton Street, Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, Educational Administration, Educational Change, Educational Objectives, *Management, *Management Systems, Organizational Change, *Organizational Climate, *Problem Solving, *Systems Analysis, Systems Concepts
Identifiers—ESEA Title III, Operation PEP

This paper explores the potential of systems analysis for the educational manager. It contains a review of systems concepts with comments on current and proper practice. An application model of systems analysis in an organizational context is provided to foster rational decision-making and increased skill in problem finding and solving. The limitations and the future of systems analysis are also discussed to provide educational managers with balanced perspectives to assist them in organizational renewal. Funds for this research were provided by an ESEA Title III grant. (Author/RA)

ED 050 483 EA 003 508
Dillon, James J. Feldman, S. Shirley
An Accounting Scheme for Personality Study.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4410
Pub Date May 70
Note—42p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton Street, Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, Educational Change, Educational Objectives, Evaluation, *Individual Characteristics, *Management Systems, Personality, *Personality Assessment, Personality Change, *Personality Studies, *Personality Tests, Planning
Identifiers—ESEA Title III, Operation PEP

Realizing the importance of human personality variables in comprehensive educational assessment structures, Operation PEP sought to develop a tool to assess specific human personality characteristics. The resulting accounting scheme is divided into three chapters: (1) an outline and definition of relevant terminology, (2) a scheme to account for relevant aspects of an individual's personality, and (3) an outline of relevant information concerning available personality tests. Research for this project was provided by an ESEA Title III grant. (Author/RA)

ED 050 484 EA 003 510
Sommerville, Joseph C.
An Analysis of Certain Interpersonal Aspects of the Home and School in Low Socioeconomic Areas Relating to Student Achievement.
Pub Date [70]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Communication Skills, *Economic Disadvantagement, *Family Environment, Grade 6, High Achievers, *Interpersonal Relationship, Language Development, Low Achievers, Mental Development, *Self Concept

This article summarizes an investigation of factors manifested by 6th grade students in four Detroit metropolitan area schools who achieved on the Iowa Test of Basic Skills at levels significantly above and below the average. The study sample consisted of 80 students with scores divided equally above and below the average. Instruments measured students' self-esteem, a questionnaire assessed the nature of selected background experiences, and the California Test of Mental Maturity provided mental maturity factors. The results imply a significant relationship between home environment and achievement level of students. (Author/MLF)

ED 050 485 EA 003 512
Cusick, Philip A.
Some Student Groups and Their School Perspective.
Pub Date [69]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Group Norms, Group Relations, *Group Unity, *High School Students, Peer Groups, *School Environment, Student Attitudes, Student Behavior, *Student Grouping
Identifiers—Participant Observation

This research project investigated adolescent group activity in a high school. Using participant observation, the researcher joined small, informal student groups to be able to describe and explain inschool activities and their relations to other features of the school environment. During five months of daily interaction with the students, the researcher participated in three groups that reflected these similar characteristics: (1) all were active social units with the members spending most of the day in one another's company; (2) distinct group activities took place when opportunities arose to interact; (3) group activities had little to do with the academic sector of the school; (4) group membership did not interfere with a particular member's academic achievement; (5) little cross-communication occurred between groups; and (6) all groups showed concern for and complied at least minimally with school regulations. These findings are explained as a pattern of behavior in response to the school environment. (Author/MLF)

ED 050 486 EA 003 514
Piele, Philip K.
Review of Recent Literature on Educational Diffusion Research.
Pub Date 16 Oct 70
Note—20p.; Paper commissioned by the National Federation for the Improvement of Rural Education in cooperation with ERIC Clearinghouse on Rural & Small Schools, Las Cruces, New Mexico
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adoption (Ideas), Bibliographies, Case Studies (Education), Communication (Thought Transfer), *Diffusion, *Educational Innovation, *Educational Research, *Information Dissemination, *Literature Reviews, Seminars, Telecommunication
Identifiers—Educational Diffusion Research, Traveling Seminars

This report reviews the increasing numbers of case studies, technical guides, and theory-oriented reports that bear on the successful diffusion of new instructional programs and their local adoption. The author separates these reports and articles into four categories: (1) case studies of educational innovation diffusion, (2) theory-oriented studies that draw upon particular instances of educational innovation to determine factors that influence successful diffusion and adoption of innovative programs, (3) studies that focus on particular school personnel as determinants of program diffusion and adoption, and (4) reports that define local, State, and national communication networks as agents of adoption and diffusion. A selected bibliography is included. (Author/JF)

ED 050 487 EA 003 522
Ruscoe, G. C.
The Conditions for Success in Educational Planning. Fundamentals of Educational Planning-12.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date 69
Note—46p.
Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (B.2646, $1.50)
Document Not Available from EDRS.
Descriptors—Coordination, *Developing Nations, *Educational Planning, *Educational Strategies, *Governance, *Political Influences

This report analyzes some of the conditions necessary for successful educational planning with emphasis on political and administrative conditions that tend to make the educational planner's task more difficult. The research and experiences are drawn from Latin America. The author suggests that educational planners should seek ways of working with general planners and reformers of public administration, thereby enlisting outside support for educational planning and avoiding direct confrontation with the educational powers. The report also warns against planning in a highly institutionalized context, emphasizing that planning on a more ad hoc basis could provide the flexibility necessary for taking advantage of minor planning successes as they occur and for avoiding direct confrontation with events likely to delay or even to destroy planning endeavors. (Author/JF)

ED 050 488 EA 003 525
Student Activism -- and Involvement in the Educational Program. Federation AdHoc Committee Report, January, 1970.
New Jersey State Federation of District Boards of Education, Trenton.
Pub Date Jan 70
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *Administrative Personnel, Administrator Role, *Guidelines, Minority Groups, School Community Relationship, *Student Participation, *Student School Relationship

Identifiers—Student Rights

This report notes that (1) activism is preferable to apathy, (2) larger problems loom for schools that fail to involve parents and community, (3) board member and administrator rigidity can cause conflict, and (4) black and Spanish-speaking students have special problems. Recommendations for school administrators and teachers emphasize sincerity in responding to student demands; increased communication with parents, students, and community; increased consideration for student needs; and the importance of a knowledge of the law. Appendixes include (1) a model for local community study, (2) sample policies concerning student rights and participation, (3) grievance procedures for students and parents, (4) a teacher evaluation form for students, (5) "The Year of the Militant Student" by Dr. Carroll R. Johnson, and (6) a selected bibliography. (JF)

ED 050 489 EA 003 528

Anderson, Dewayne And Others

The Feasibility of Extending the Educational Experiences of Secondary School Students in Haslett, Okemos, and East Lansing, Michigan.

Extended School Year Committee of the School Districts of East Lansing, Okemos, and Haslett, Michigan.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date 15 Aug 69

Note—322p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Administrative Personnel, Attendance Patterns, Boards of Education, *Curriculum Development, *Educational Experience, Educational Facilities, Educational Finance, Educational Resources, *Extended School Year, Feasibility Studies, Interdistrict Policies, *Relevance (Education), School Community Relationship, Secondary School Counselors, *Secondary School Students, Secondary School Teachers, Summer Schools, Work Study Programs

Identifiers—Michigan

Three school districts examine cooperatively the implications of extending the academic calendar into the summer months and a tentative future curriculum. The study recommends: (1) a school year composed of five 9-week terms; (2) the introduction of travel- and work-study experiences into the credit structure of existing curricula; (3) the addition of a fifth (summer) term to permit additional student attendance options; and (4) increased interdistrict cooperation in the areas of planning, facilities utilization, transportation sharing, and student interdistrict attendance. (Floor plans on pages 151-153 and map on page 159 may reproduce poorly.) (Author/MLF)

ED 050 490 24 EA 003 535

Mink, Charles W.

Coordination of Organic Curriculum Development in the Public Schools of San Mateo, California. Final Report.

San Mateo Union High School District, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0155

Pub Date Dec 70

Grant—OEG-8-080155-2666(085)

Note—749p.

EDRS Price MF-$0.65 HC-$26.32

Descriptors—Behavioral Objectives, Communication Skills, Coordination, *Curriculum Design, *Curriculum Development, Educational Change, Educational Innovation, *English Curriculum, Instructional Materials, *Program Administration, Reading Instruction, *Student Centered Curriculum, Writing Skills

Identifiers—ES 70, Learning Packages

This document describes the efforts of program administrators to implement an organic curriculum in the San Mateo, California, Union High School District. The chief program administrator coordinated efforts to develop innovative instructional materials for reading and writing, business education, and social science curricula. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed in the course of the project. (RA)

ED 050 491 24 EA 003 544

Harty, Harold

Consultants' Perceptions of Variables That Can Hinder the Success of S-APA Installation. Statistical Report. First Draft.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-1440

Pub Date Jan 70

Contract—OEC-1-7-061440-3062

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Consultants, *Program Development, *Questionnaires, *School Statistics, *Statistical Data, *Statistical Surveys

Identifiers—ERIE: Eastern Regional Institute for Education

This document summarizes in tabular form viewpoints expressed by RAN professor-consultants relevant to personnel, materials, classroom management, and curriculum -- specific problems that might hinder the implementation of a new program. Data are analyzed by frequencies and percentages. Related documents are EA 003 545, EA 003 546, EA 003 549, and EA 003 550. (Author/LLR)

ED 050 492 24 EA 003 545

Bickel, R. F. Cole, H. P.

Generalized Synthesis Plan. Synthesis Proceeds From Earlier Curricular Search and Analysis Efforts.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-1440

Pub Date 26 Feb 69

Contract—OEC-1-7-061440-3062

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Curriculum Design, *Curriculum Development, *Curriculum Research, Educational Change, *Instructional Materials, *Program Evaluation, Synthesis, *Teacher Education, Teacher Education Curriculum

This paper outlines procedures for (1) identification and review of curricular materials and programs that can be used for articulating a complete process curriculum, (2) specification of synthesis tasks by which well designed materials can be augmented to be more effective and better articulated for classroom use, (3) development of teacher education materials and programs to insure utilization of instructional materials and procedures, and (4) development of evaluation procedures to determine the effectiveness of the augmented and articulated materials in relation to specified learning objectives. This plan, patterned after the Popham and Baker "-Product Development Cycle," may be of interest to curriculum designers or educational change agents concerned with articulation and utilization of knowledge and technology in the form of existing curriculum materials. Related documents are EA 003 544, EA 003 546, EA 003 549, and EA 003 550. (Author/LLR)

ED 050 493 EA 003 554

Dal Santo, John, Ed.

Administrative Guidelines for High School Activism.

Northern Illinois Univ., De Kalb. Educational Administration Center.

Pub Date 71

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *Administrative Personnel, Administrator Role, *Guidelines, Secondary School Students, *Student Alienation, *Student Participation, Student School Relationship

This report presents guidelines proposed and utilized by practicing teachers and administrators for coping with student activism. Included are discussions of the causes of student activism, the indicators of student unrest, and the preparation for the protest, including what to do when violence occurs and guidelines for longrange planning. The author concludes that public schools should provide youth with the experiences of the due process procedure in resolving individual and group differences, thus teaching them to accept social discipline as expressed in tradition, custom, and law. He also maintains that students should be involved in the intellectual life of the school including representation on faculty and parent-teacher committees. Appendixes contain sample policy statements for dealing with student disruptions as set forth by the Los Angeles Public School Districts' director of public information and the superintendent, and the Los Angeles Police Department. (JF)

ED 050 494 EA 003 561

Implications of Instituting a Split-Trimester Calendar Plan in the Ann Arbor Public Schools. A Feasibility Study Report.

Ann Arbor Public Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date Jun 70

Note—360p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Cost Effectiveness, Educational Improvement, Educational Technology, Equal Education, *Extended School Year, *Facility Utilization Research, *Feasibility Studies, Individualized Instruction, Inservice Education, Organizational Change, School Surveys, Teacher Education, *Trimester Schedules

Identifiers—Ann Arbor Michigan

This report sets forth the design, procedures, and findings of the Ann Arbor Split-Trimester Feasibility Study. The plan is based on a school year of 216 days as opposed to the present 180 days and is organized into six split-trimester terms, with students attending five terms for a total of 180 days. The plan provides a universal 30-day summer vacation in addition to the elected split-trimester vacation term. The choice of the plan over others is justified by staff readiness, curricular flexibility, and instructional individualization. Study findings are considered under three headings: economic feasibility, instructional feasibility, and social feasibility. The report concludes that the plan is economically feasible for any school district undergoing high growth rates in pupil population. Appendixes include reports by the Instructional Feasibility Study Committee, The Class Scheduling Study Committee, and the Economic Feasibility Study Committee. Materials disseminated by the Survey Committee are also provided. (JF)

ED 050 495 EA 003 562

McKague, Terence R. Penner, Glen H.

Rescheduling the School Year. The Report of a Feasibility Study for Saskatoon Public Schools.

Saskatoon Public Schools (Saskatchewan).

Spons Agency—Saskatchewan Dept. of Education, Regina.

Pub Date Jan 71

Note—229p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Facility Utilization Research, *Feasibility Studies, *Financial Problems, Quarter System, *School Schedules, Summer Schools, Trimester Schedules, *Year Round Schools

Identifiers—45-15 Plan, Continuous School Year, Rescheduled School Year, Saskatoon

This report is the result of a study to assess the feasibility of rescheduling the school year in the public schools of Saskatoon, Saskatchewan (Canada). The study directors limited their investigation to three approaches: the extended summer school, the divided year, and the rotational or cyclic. To assess the feasibility of each approach, researchers reviewed current rescheduled school year programs, and collected facts, opinions, and reactions from Saskatoon parents, teachers, and students. Conclusions were then drawn and recommendations made. Appendixes include rescheduled school year plans from other districts, questionnaires used in the study, and a bibliography. (The calendar in Appendix C will reproduce poorly.) (JF)

ED 050 496 EA 003 602

Stucker, J. P. Hall, G. R.

The Performance Contracting Concept in Education.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—R-699-1-HEW

Pub Date May 71

Note—81p.

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Administrative Personnel, Contracts, *Decision Making, *Educational Accountability, Measurement Instruments, *Performance Contracts, Performance Criteria, Performance Specifications, Program Evaluation, Testing Problems

This document, part one of a report on performance contracting, explores its basic issues and considerations and is addressed to educational decisionmakers. The evolution of performance contracting is traced and the concept as it is currently being applied in education is discussed. The second part will analyze the outcomes of some programs when 1970-71 results are available. The final report, a Performance Contracting Guide, will combine original concepts with conclusions drawn from program results to produce a general guide on how to plan, conduct, and evaluate performance contracting programs. The appendix provides decisionmakers with information on contracting experiences in other sectors such as the Department of Defense and the National Aeronautics and Space Agency. A related document is EA 003 603. (Author)

ED 050 497 EA 003 603
Stucker, James P.
The Performance Contracting Concept, Appendix: A Critique of the Theory.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—R-699-2-HEW
Pub Date May 71
Note—56p.
Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Contracts, *Mathematical Models, Models, *Motivation Techniques, *Performance Contracts, *Theories
Identifiers—*Incentive Theory

This report, a technical appendix to The Performance Contracting Concept in Education (EA 003 602), summarizes the mathematical models that have been developed to analyze contractual relationships and incentives. The report will be of interest primarily to theoreticians and analysts rather than educational administrators. (Author)

ED 050 498 EA 003 606
Farquhar, J. A.
Accountability, Program Budgeting, and the California Educational Information System: A Discussion and a Proposal.
Rand Corp., Santa Monica, Calif.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No—R-637-CC-RC
Pub Date Apr 71
Note—34p.
Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Decision Making, *Educational Accountability, *Information Needs, *Information Systems, Information Utilization, Policy Formation, *Program Budgeting, Program Effectiveness, *Program Evaluation
Identifiers—California Educational Information System, CEIS

It has been argued that the answer to public and political demands for a more responsive educational system lies in the practice of accountability. The future implementation of program budgeting may offer an attractive vehicle for accountability. Currently, many California school districts use the California Educational Information System (CEIS) as a primary vehicle for information storage, processing, and retrieval. Although adequate for present needs, CEIS is ill-suited to effective support of accountability and program budgeting. The legislature should create an advisory commission on information systems to define the structure and services of a CEIS II, a statewide information system designed to support accountability and program budgeting. A CEIS II would require system definition to determine information needs, transitional mechanisms, legislative and economic frameworks, security and privacy issues, and a functional system design to translate needs into specifications for subsequent programing and testing. (Author)

EC

ED 050 499 EC 032 167
Browning, Robert M. Stover, Donald O.
Behavior Modification in Child Treatment: An Experimental and Clinical Approach.
Pub Date 71
Note—422p.
Available from—Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605
Document Not Available from EDRS.
Descriptors—*Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, Research Design, *Research Methodology, *Residential Programs
Identifiers—Wisconsin Childrens Treatment Center

The discussion of applied research in the field of behavior modification as used in child treatment is based on the carefully controlled research design of the Children's Treatment Center in Madison, Wisconsin. The Center provides a total treatment program for emotionally disturbed children and their families while serving research needs and interests. The book features the presentation of a scientific attitude and technical methods for arriving at a meaningful system of applied research into child and family behavioral disturbances. The experimental-clinical method, synthesizing scientific and clinical approaches to behavior, is defined. How this methodology brings scientific rigor to the clinical setting is illustrated in discussions of measurement of behavior variables, specification of treatment procedures, and same-subject experimental designs. Described in detail are the Center's behavior modification programs. The basic intent of the studies is stated to be the development and demonstration of experimental-clinical procedures. Five extensive case studies, composing nearly half of the book, are included to give a day-by-day account of experimental-clinical procedures and to illustrate the values of constant monitoring of treatment effects and of providing total milieu planning. (KW)

ED 050 500 EC 032 214
Brolin, Donn Thomas, Barbara
Preparing Teachers of Secondary Level Educable Mentally Retarded. Project Report No. 1.
Stout State Univ., Menomonie, Wis.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Grant—OEG-0-70-4818(603)
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Educable Mentally Handicapped, *Exceptional Child Education, Interpersonal Competence, Mentally Handicapped, Models, Program Development, *Program Proposals, Questionnaires, Secondary School Students, *Teacher Education, *Vocational Education
Identifiers—Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ED 050 501 EC 032 215
Santin, Sylvia E.
Report of an Experiment in the Teaching of Reading to Adolescent Trainable Retarded.
Guelph Univ. (Ontario).
Spons Agency—Ontario Association for the Mentally Retarded, Toronto.
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, *Exceptional Child Research, Mentally Handicapped, *Phonics, Programed Instruction, Reading, *Reading Readiness, *Trainable Mentally Handicapped
Identifiers—*Protective Vocabulary

An experiment to teach the adolescent trainable mentally handicapped child to read was conducted in four schools for the trainable mentally handicapped. Six to eight children were selected from each school to make up a reading class. Classes, held for approximately one year, used a programed reading kit that emphasized phonics as a foundation for reading. Reading level was tested before and after the experiment. Post test scores were felt to show considerable increases in nearly all cases. It was noted that the reading classes had improved the students' ability to recognize Protective Vocabulary words which were taught in the regular classroom. Improvement in the childrens' self confidence was also noted. It was felt that assessment of children should be primarily in terms of learning attitudes rather than IQ, that children in schools for the retarded should be exposed to reading readiness programs, that the reading program should aim to introduce fundamental skills involving phonics, and that the teaching approach should be of a concrete nature and carefully programed so that the child can move with confidence from step to step. (CD)

ED 050 502 EC 032 216
State Plan for the Delivery of Special Education Programs and Services.
Michigan State Dept. of Education, Lansing.
Pub Date Feb 71
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Exceptional Child Services, *Handicapped Children, State Programs, *State Standards
Identifiers—*Michigan

Michigan's plan for the development and delivery of comprehensive, quality education programs and services for handicapped children in the state is reported. The four major goals of the plan encompass not only the need for comprehensive special education programs, but also the organizational and communications structures necessary for the delivery of the programs, performance objectives, and the roles of state operated schools and institutions. The performance objectives for the program are broken down by handicapping condition; and the performance objectives for the supportive services are divided by type of service (e.g., teacher-consultant, physical therapy service, school social work). (CD)

ED 050 503 EC 032 217
Mental Retardation Construction Program.
Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.
Pub Date 71
Note—106p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Directories, *Exceptional Child Services, *Facilities, *Federal Aid, Federal Legislation, *Mentally Handicapped, Research and Development Centers, Universities

The current status of three federally supported construction programs of facilities for the mentally handicapped is reviewed. The programs discussed are designed to provide assistance in the areas of: continuing research into causes and means of prevention of mental retardation, interdisciplinary training of professional personnel, and establishment of community facilities. Research centers operating under the program

(P.L. 88-164) are described including location, area of study and funding statistics. University-affiliated facilities for the mentally handicapped set up to provide clinical training of professional personnel are examined. A brief description of each facility reviews the types of facilities and programs which have been supported with the funds and the current status of their construction. Community facilities approved for federal assistance under the construction program are listed by state and pertinent data such as type of facility, services available, retarded served, and estimated costs, are supplied in chart form. (CD)

ED 050 504 EC 032 218
Brown, Christy
Down All the Days.
Pub Date 70
Note—266p.
Available from—Stein and Day, Publishers, 7 East 48th Street, New York, New York 10017
Document Not Available from EDRS.
Descriptors—*Autobiographies, Cerebral Palsy, Cultural Factors, Culturally Disadvantaged, *Disadvantaged Youth, Family Problems, *Physically Handicapped, Self Expression, Writing Skills
Identifiers—Ireland
Written by a cerebral palsied man with severe speech and physical handicaps, the fictional account reveals the poverty, attitudes, cultural mores, and problems of a large working class family in Dublin. The narrator of the autobiographically-based novel is cerebral palsied although the handicap is only treated incidentally throughout the book. The primary focus of the text revolves around the narrator's descriptive perceptions of the people and conditions surrounding him as he views such aspects as his father's brutality, the defeating burdens of poverty and ignorance, the emotional chaos and crowded conditions of a continually-expanding family, and the customs and language characteristics of the Irish culture. (RD)

ED 050 505 EC 032 219
Narin, Francis
Analysis of Research Journals, and Related Research Structure, in Special Education. Final Report.
Computer Horizons, Inc., Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-E-073
Pub Date Feb 71
Contract—OEC-5-70-0047(509)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, *Exceptional Child Research, General Education, Information Utilization, *Periodicals, Psychology, *Research Reviews (Publications), Speech Education, *Use Studies
To provide insight into the organization, interrelationship, and importance of the relevant areas of research related to special education, a study was made of citings to and from a core of journals in special education, psychology and general education. The basic data consisted of cross citings related to the special education literature. A total of 118 journals were chosen for inclusion in the analysis. It was found that there was a much stronger tie from special education to psychology than from special education to general education. General and special education were both felt to be dependent upon psychology and relatively independent of one another. It was concluded that in fields where there was a relatively high degree of organization of knowledge, the journals tended to be concentrated in their referencing, with a large fraction of references in a given journal to a relatively small number of journals. In fields which drew upon many different areas of knowledge, and which themselves had small bases of accepted knowledge, it was felt that the referencing structure tended to be quite dispersed. (CD)

ED 050 506 EC 032 220
The Report of the Ontario Committee of the Commission on Emotional and Learning Disorders in Children.
Commission on Emotional and Learning Disorders in Children, Toronto (Ontario).
Pub Date Sep 70
Note—145p.
Available from—Canadian Council on Children and Youth, 165 Bloor Street East, Suite 302, Toronto 5, Ontario, Canada
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Problems, *Community Role, *Emotionally Disturbed, *Exceptional Child Services, Prevention
Identifiers—Canada
The report is part of a national inquiry initiated in 1966 (One Million Children) in a cooperative effort to identify some of the problem areas of services in Canada for children with emotional and learning disorders. The report of the Ontario Committee gives a provincial focus to the wider 4 year study and reflects local implementation based on results of the national study. The stated tasks of the Ontario Committee were to assemble information about and assess existing services for emotionally disturbed children, examine projects underway in Ontario, and frame recommendations derived from these findings. Throughout the report the authors indicate that services to children have grown piecemeal, with gaps and overlapping. The importance of different levels of preventive activities is stressed as a potential bridge to the gap between services available and population need. Recommendations for the consideration of local authorities such as a community-centered approach, and local involvement and responsibility for services are also made. (CD)

ED 050 507 EC 032 221
Garove, William E. And Others
The Development of In-Service Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final Report.
Pittsburgh Univ., Pa. School of Education.
Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.
Pub Date Aug 70
Contract—OEC-21-22366
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Education, *Institutional Administration, Institutions, *Mentally Handicapped, Professional Education, *Program Design, Program Development, *Simulation
The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped. (CD)

ED 050 508 EC 032 222
Hayball, H. L. Dilling, H. J.
Study of Students from Special Classes Who Have Been Returned to Regular Classes.
Scarborough Board of Education (Ontario).
Pub Date 69
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Research, Interpersonal Competence, *Learning Disabilities, Questionnaires, *Regular Class Placement, *Social Adjustment, *Student Evaluation
The purpose of the study was to assess the impact of regular class placement on learning problem students. Consideration was given to academic achievement, personal and social adjustment, peer relationship, and students' perceptions of the class. Fifty seven learning problem students were selected from four types of learning disabilities classes: opportunity (educable, slow learner), perceptual, behavioral (including multiply handicapped), and special reading. Questionnaires distributed to the class teacher and interviews with the children were used to collect data. According to the teachers' evaluations, all groups but the opportunity class group achieved according to expectation. Overall personal and social adjustment, as perceived by the teachers, was considered similar for all groups. The special students were shown to give favorable responses to questions related to their feelings about the regular class. It was revealed by comparison that the opportunity class students were the most positive of the groups. Samples of the teacher questionnaire and student interview questions are included in the appendix. (CD)

ED 050 509 EC 032 223
Mankinen, Richard And Others
The Effects of Learning Potential, and Motivational Orientation on Learning among the Educable Mentally Retarded.
Research Inst. for Educational Problems, Cambridge, Mass.
Pub Date 70
Note—34p.; Volume 1, Number 17
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Behavior Change, *Discrimination Learning, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Motivation, Negative Reinforcement, Positive Reinforcement, *Reinforcement
To differentiate behaviorally, success-strivers and failure-avoiders within a group of educable mentally handicapped, two experiments were conducted. The effects of learning potential status (gainers, nongainers, high scorers) and motivational style (success strivers, failure avoiders) on discrimination learning when reinforcement was varied was examined. In the first experiment 24 educable mentally handicapped black adolescents from a low income housing area were tested using trials-to-criterion as the dependent variable in a two choice simultaneous discrimination problem. Only the learning potential, motivation interaction combination was felt to approach significance. Experiment II was modified only in certain test procedures. Twenty four white boys from lower class families were tested with modifications in motivational assessment, incentive, and cue set procedures. Contrary to prediction, it was concluded that the negative motivational feedback did not yield greater efficiency for the success-strivers. Results were felt to confirm the prediction that gainers and high scorers would be superior to nongainers on the discrimination task. The validity of the construct of failure-avoidance versus success-striving as it has been applied to the mentally handicapped group was questioned by the researchers. (CD)

ED 050 510 EC 032 224
Goodman, H. And Others
Social Acceptance of EMRs Integrated into a Nongraded Elementary School.
Research Inst. for Educational Problems, Cambridge, Mass.
Pub Date 71
Note—21p.; Volume 1, Number 20
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Discriminatory Attitudes (Social), *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Mentally Handicapped, Nongraded Primary System, *Peer Relationship, *Regular Class Placement, Social Attitudes, Special Classes
Twenty intermediate and 16 primary grade children were administered sociometric questionnaires to determine their social acceptance of three groups of children: normal children, educable mentally handicapped who were integrated into the academic routine of a nongraded school, and educables who remained segregated in a self-contained class. Results were felt to show that both integrated and segregated educable mentally handicapped were rejected significantly more often than normal children, that younger children are more accepting of others than older children, that boys express more overt rejection than girls, and that integrated educables are rejected more than segregated ones by boys but not by girls. The conclusion was advanced that regardless of intellectual level, the labelling of certain children as retarded may affect the expectations that normal children maintain for them; and that the same behaviors that lead to rejection when ex-

hibited by normals may not result in social rejection when exhibited by children classified as mentally handicapped. (Author/CD)

ED 050 511 EC 032 225

The Needs of the Deaf and Hearing Impaired: The Fourth Annual Report on the Findings and Recommendations Concerning the Needs, Services and Programs to Aid the Deaf and Hearing Impaired of New York State.

Temporary State Commission to Study and Investigate the Problems of the Deaf, Albany, N.Y.

Pub Date Mar 71

Note—314p.; Legislative Document

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Annual Reports, *Aurally Handicapped, Certification, *Exceptional Child Services, Hearing Aids, Mentally Handicapped, *Multiply Handicapped, Professional Personnel, State Legislation, State Programs

Identifiers—New York

The fourth annual report on problems of the deaf concentrates in the area of the mentally retarded deaf. Proposed legislation for 1971 is first presented for hearing aids, audiologists and speech pathologists, pre-nursery school education, and a permanent state commission for the deaf. A survey and proposal for the retarded deaf are described as is the status of the multiply handicapped deaf compiled from a survey of schools and classes in the state. Also discussed are care for the aged deaf and recommendations of the commission. Eleven appendixes including state acts, exhibits, and proceedings comprise the bulk of the document. (RJ)

ED 050 512 EC 032 226

Newport County Regional Special Education Program Course of Study; Number 1, Volume 1: Curriculum Guide Primary and Intermediate Educable.

Newport County Regional Special Education Program, R.I.

Pub Date 70

Note—84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Language Arts, Mathematics, Program Planning, Social Studies, Special Classes

Identifiers—Newport County (Rhode Island)

The purpose of special classes for the educable retarded, including aims and objectives, is presented. The organization of such classes in Newport County is discussed in terms of methods of transfer to and from the classes, tests and examinations, relations with the regular classes and within the class, elements of the daily program and suggested time allotments, and elements of the weekly program. Methods and activities are provided for the following curriculum areas in primary and intermediate levels: social development, language arts, arithmetic, social studies, science, and self care skills. (RJ)

ED 050 513 EC 032 227

Thorsell, Marguerite And Others

Kansas Plan: For Program Planning and Development in Education for the Mentally Retarded.

Kansas State Dept. of Education, Topeka.

Pub Date 71

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, Educational Planning, Educational Programs, *Exceptional Child Education, *Mentally Handicapped, *Program Development, Program Planning, State Programs, *State Standards

The manual of administrative guidelines outlining program organization for the education of the mentally retarded in Kansas presents standards of program organization and operation and plans for implementing specified services for the various levels of mental retardation. Part 1 of the manual, detailing program organization, covers program philosophy and major goal, administrative structure (scope and sequence outline of administrative levels of instruction for the trainable and the educable mentally retarded), administrative organizational variations (teacher units and other specialized personnel or related administrative organizational units), and program facilities, particularly suggestions for learning centers within facilities for the retarded. Part 2 describes the statewide program of curriculum development and instructional improvement, emphasizing the administrative structure for statewide implementation of the Kansas Plan. A summary of administrative regulations for establishing public school programs for the retarded in Kansas constitutes the third section of the manual. (KW)

ED 050 514 EC 032 228

Deschin, Celia S.

They Can Communicate: Self-Image Evaluation.

New York Service for the Handicapped, New York.

Pub Date Jun 70

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Demonstration Projects, *Exceptional Child Research, Measurement Techniques, *Physically Handicapped, *Self Concept, Social Work, *Test Construction, Test Validity

Identifiers—New York, Self Image Evaluation

As part of a 2 year demonstration project to evaluate the effect on the mental health of physically handicapped children placed in organized group activities with their nonhandicapped peers, two research instruments were used. The monograph discusses one of the instruments, the Self-Image Evaluation. A synopsis of the project is provided; and a brief history of the Self-Image Evaluation is included. Use of the testing tool with handicapped and nonhandicapped children, children in foster home care, and in the children's integration study is reported. Illustrations of the use of the testing device taken from the demonstration project are also included. The test's applicability to social work practice, such as to show that children can communicate indirectly through no response to questions that are disturbing, and to suggest that it is important that what the child reveals through the test be obtained before too much credence be attached to the parent's presentation of the child's problem, is made. The second research technique, the Comprehensive Family Rating technique, is discussed in EC 032 229. A detailed presentation of the entire demonstration project is found in EC 032 330. (CD)

ED 050 515 EC 032 229

Deschin, Celia S.

Families in Trouble: A Comprehensive Family Rating Technique.

New York Service for the Handicapped, New York.

Pub Date Sep 70

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Rating Scales, *Demonstration Projects, *Exceptional Child Research, *Family (Sociological Unit), Family Influence, Family Problems, *Physically Handicapped, Social Work, Test Construction

Identifiers—Comprehensive Family Rating, New York

As part of a demonstration project to determine the effect on the mental health of physically handicapped children of integration with their nonhandicapped peers, two research instruments were developed. The monograph discusses one of the testing devices, the Comprehensive Family Rating. After a brief summary of the project, a description of the instrument, which examines the child's handicap and its effect on the household, parental attitude and parental handling, is given. Scoring for the three components of the test and utilization of the technique, using illustrations from the project, are also described. It is the author's opinion that the technique could help to clarify parental inability in child rearing by strengthening the social worker's sensitivity, insights, and skills through lessening the need for generalized value judgments. Other documents related to the project include EC 032 228 which discusses the Self Image Evaluation, and EC 032 230 which is the final comprehensive report on the project. (CD)

ED 050 516 EC 032 232

Measurement of Cardiac and Respiratory Responses in Physically Disabled and Non-Disabled Groups in a Variety of Psychological and Industrial Conditions.

Human Resources Center, Albertson, N.Y.

Spons Agency—Insurance Co. of North America, Albertson, N.Y.; Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 70

Note—86p.; Rehabilitation Series 4

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Research, Medical Evaluation, Physical Examinations, *Physically Handicapped, *Physiology, *Special Health Problems, *Stress Variables, Test Reliability

In order to determine ways in which disabled and non-disabled people react to low levels of stress, the reliability of heart and respiratory measures under different conditions was studied. Eighty-five subjects (paraplegics, cardiacs, and physically normal controls) were given a variety of tests with the following results: over a 1-week interval the physiological measures were less reliable than most psychometric paper and pencil measures; respiration was more reliable than cardiac measures; and the more dynamic the stimulus situation, the lower the reliability of the physiological measure. No consistent patterns of a relationship between physiological measures and the relatively more static paper and pencil tests was found. Indications were that under low levels of stress the patients in different disability categories seemed to show differential responses in the disability affected areas. (Author/RJ)

ED 050 517 EC 032 234

Yates, James Rodney

A Study of Adoption of Innovation in Special Education: A Comparison of Texas School Districts Applying, and Those Not Applying, for "Comprehensive Special Education for Exceptional Children (Plan A)".

Texas Univ., Austin.

Pub Date May 71

Note—199p.; Ph.D. Dissertation, University of Texas

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrative Policy, Administrator Attitudes, Change Agents, *Decision Making, Demography, *Educational Innovation, *Exceptional Child Research, Power Structure, School Districts, School Superintendents, *Special Education

Identifiers—*Texas

A study was conducted to determine how Texas school districts that adopted an innovation in special education differed from the more than 1,250 that did not. Ten randomly selected districts from the 40 that adopted change were matched with 10 non-adopter districts. Members of the district power structure (as related to special education) were identified by questionnaires administered to the district superintendent, principals, and persons named by them as influential in the decision of whether to innovate. Subject and district demographic variables were compared and analyzed. Subjects and districts were found to be very similar, and indications were that there were no significant differences in perceptions of the new state plan for special education. These perceptions were apparently not the crucial variables in the decision to adopt or not adopt the plan. Most significant differences were related to the increased number of supportive personnel and services to be derived from adoption, suggesting that funding is such a strong incentive that decision-makers fail to see the necessity of extensive testing of the innovation. Methodology, related studies, tables of data, and conclusions are presented. (RJ)

ED 050 518 EC 032 235

Satz, Paul And Others

An Evaluation of a Theory of Specific Developmental Dyslexia.

Florida Univ., Gainesville.

Pub Date 70

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Dyslexia, *Etiology, *Exceptional Child Research, *Learning Disabilities, *Maturation, Reading Difficulty, Theories

Hypotheses accounting for the pattern of deficits in specific developmental dyslexia were examined. The theory postulates that the disorder reflects a lag in maturation of the central nervous system, particularly the left cerebral hemisphere. The hypotheses in question predicted that skills developing ontogenetically earlier (visual-motor and auditory-visual integration) will be more delayed in younger dyslexic children (ages 7-8 years), and that skills developing later (language and formal operations) will be more delayed in older dyslexic children (ages 11-12 years). Subjects were 20 disabled male readers and 20 control males, all of average or above average intelligence. Each group was subdivided by age:

younger (ages 7-8) and older (ages 11-12). Three tests classified as nonlanguage or perceptual and three classified as language tests were administered. The nonlanguage tests were postulated to represent skills developing ontogenetically earlier. The nonlanguage tests partially discriminated between younger dyslexics and controls, while none of the nonlanguage tasks discriminated between the older groups. By contrast, the language tasks revealed significant differences between older dyslexics and controls, while only one language measure discriminated between the younger groups, thus substantially supporting the hypotheses under evaluation. (KW)

ED 050 519 EC 032 236
Cruickshank, William M., Ed.
Psychology of Exceptional Children and Youth.
Pub Date 71
Note—624p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($10.50)
Document Not Available from EDRS.
Descriptors—*Child Psychology, Emotional Problems, *Exceptional Child Research, *Gifted, *Handicapped Children, *Psychological Characteristics, Psychophysiology
Twelve chapters, each prepared by an authority in a given field, deal with the psychological growth and development of exceptional children and youth, particularly with the psychological considerations of the influence of physical deviation upon normative child growth and development. In Part 1, Foundation Concepts, a theoretical chapter on the somatopsychology of physical disability contains concepts basic and essential to the total field of disability. Other chapters discuss a handicapping condition as a social phenomenon and the psychological assessment of exceptional children. In Part 2, which surveys the psychological components of disability, speech defects and their nature, causes, and psychological concomitants are examined, as are the psychological problems of children with impaired vision, psychological considerations with the physically handicapped, psychological characteristics of brain-injured children, and psychological problems of those with chronic medical problems. A psychology of auditory impairment is also presented. Part 3, which concerns the intellectual and emotional exceptionalities, contains discussions of the psychology and psychological characteristics of the mentally retarded, the gifted, and the emotionally disturbed. (KW)

ED 050 520 EC 032 237
Rose, Darrell E., Ed.
Audiological Assessment.
Pub Date 71
Note—530p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($12.95)
Document Not Available from EDRS.
Descriptors—*Audiology, Audition (Physiology), *Auditory Perception, *Auditory Tests, *Aurally Handicapped, Evaluation Methods, Testing
The text, designed for students and others interested in clinical audiology, is intended to provide comprehensive coverage of not only important concepts in audiology but particularly of the methods and procedures used in audiological assessment. The functions of tests, the administration of specific tests, and the analysis of test results are stressed. Contributed chapters are the work of specialists in each given field. Specific topics discussed are sound generation and transmission, the anatomy and physiology of the auditory system, principles of otologic assessment and treatment, and the psychological and psychiatric aspects of profound hearing loss. Attention is also given to public school hearing conservation, puretone audiometry, speech audiometry, pediatric audiology, geriatric patients, and differential audiology. Other topics treated include auditory assessment of the mentally retarded and the mentally ill, electroencephalic audiometry, industrial and military audiology, and hearing aids. (KW)

ED 050 521 EC 032 360
Hyperactivity: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Behavior Problems, *Bibliographies, *Emotionally Disturbed, *Exceptional Child Education, *Hyperactivity, Learning Disabilities
Containing 27 references on hyperactivity selected from "Exceptional Child Education Abstracts", the bibliography cites research reports, conference papers, journal articles, texts, and program guides. Each entry provides bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. The bibliography is one in a series of over 50 similar selected listings in various areas of exceptional child education. (RD)

ED 050 522 EC 032 361
Drug Therapy: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Behavior Change, *Bibliographies, *Drug Therapy, *Exceptional Child Education, Medical Treatment, Psychotherapy
The bibliography lists 31 items relating to drug therapy selected from "Exceptional Child Education Abstracts." One in a series of over 50 similar selected listings, the bibliography cites research reports, conference papers, journal articles, texts, and program guides. Each entry contains bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. (RD)

ED 050 523 EC 032 362
Autism: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Autism, Behavior Change, *Bibliographies, Emotionally Disturbed, *Exceptional Child Education, Psychotic Children
One in a series of over 50 similar selected listings, the bibliography contains 47 items of research reports, conference papers, journal articles, texts, and program guides selected from "Exceptional Child Education Abstracts". Each entry on autism provides bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. (RD)

ED 050 524 EC 032 363
Mongolism: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Mentally Handicapped, *Mongolism
Containing 53 references selected from "Exceptional Child Education Abstracts", the bibliography cites research reports, conference papers, journal articles, texts, and program guides in the area of mongolism. The bibliography is one in a series of over 50 similar selected listings in various areas of exceptional child education, and includes bibliographical data, availability information, indexing and retrieval descriptors, and abstracts for each reference. (RD)

ED 050 525 EC 032 364
Arts and Crafts: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Art, Art Education, Art Materials, *Bibliographies, *Exceptional Child Education, Handicapped Children, *Handicrafts
One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 99 references selected from "Exceptional Child Education Abstracts" in the area of arts and crafts. The following information is provided for each entry (which includes research reports, conference papers, journal articles, texts, and program guides): bibliographical data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also included. (RD)

ED 050 526 EC 032 365
Preschool and Early Childhood: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Child Care, Child Development, *Early Childhood Education, *Exceptional Child Education, *Preschool Children
The bibliography cites 67 items relating to preschool and early childhood selected from "Exceptional Child Education Abstracts." Bibliographical data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. One in a series of over 50 similar selected listings in the area of handicapped and gifted children, the bibliography contains references on research reports, conference papers, journal articles, texts, and program guides. Author and subject indexes are also included. (RD)

ED 050 527 EC 032 366
Homebound or Hospitalized: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Educational Planning, *Exceptional Child Education, *Homebound, *Hospitalized Children, Rehabilitation
Containing 43 references selected from "Exceptional Child Education Abstracts," the bibliography cites research reports, conference papers, journal articles, texts, and program guides relating to homebound or hospitalized children. The bibliography is one in a series of over 50 similar selected listings in various areas of education for the handicapped and gifted, and includes bibliographical data, availability information, indexing and retrieval descriptors, and abstracts for each entry. Author and subject indexes are also provided. (RD)

ED 050 528 EC 032 367
Behavior Modification: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Behavior Change, *Bibliographies, *Exceptional Child Education, Handicapped Children, Operant Conditioning, Reinforcement
One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 81 references selected from Exceptional Child Education Abstracts concerning behavior modification. The following information is provided for each entry (which includes research reports, conference papers, journal articles, texts, and program guides): bibliographical data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED 050 529 EC 032 372
Fredericks, H. D. Bud
A Comparison of the Doman-Delacato Method and Behavior Modification Method Upon the Coordination of Mongoloids.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date Jan 69
Note—169p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior Change, *Exceptional Child Research, Mentally Handicapped, *Mongolism, *Perceptual Motor Coordination, Psychomotor Skills, *Social Reinforcement
Identifiers—*Doman Delacato Method
In order to examine the effects of two treatment methods on the coordination of mongoloid children, 72 mongoloid children (ages 7 to 12) were randomly assigned to groups receiving either the Doman Delacato method or behavior modification procedures utilizing social reinforcement. The children were pre and posttested by the Doman Delacato Profile and a modified version of the Lincoln-Oseretsky Motor Development Scale. At the end of the 9-week treatment, results showed no significant differences between the two treatment methods although the children receiving the behavior modification treatment demonstrated at the conclusion of the study more improved coordination than did the children receiving the Doman Delacato method. Implications and recommendations for further study were outlined. (RD)

ED 050 530 EC 032 373
A National Mental Retardation Manpower Model.
National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency—Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date Apr 71
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Design, *Exceptional Child Services, *Manpower Needs, *Mentally Handicapped, Models, *Nonprofessional Personnel, *Professional Education, Professional Personnel
Identifiers—Canada
The report of the Task Force established by the Canadian National Institute on Mental Retardation concerns a comprehensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professional, associate professional, and volunteer personnel, including preschool, home care, residential and occupational-vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recommended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

ED 050 531 EC 032 374
Garcia, V. H. And Others
An Evaluation of Scarborough's Special Classes.
Scarborough Board of Education (Ontario).
Pub Date 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Exceptional Child Research, *Handicapped Children, Parent Attitudes, Personal Adjustment, *Program Evaluation, Social Adjustment, *Special Classes
Identifiers—Canada
The purposes of the survey conducted of the special education classes in Scarborough, Ontario were to provide information describing academic achievement and personal and social adjustment of students in special classes, and to investigate parents' attitudes toward special class programs. Of the 789 students enrolled in 11 kinds of special classes, 102 randomly selected students from Behavioral, Opportunity, and Perceptual classes and the 46 students enrolled in Multiply Handicapped and Special Primary Opportunity Classes constituted the sample. School marks were obtained, teachers filled out a personal and social adjustment inventory and questionnaire for each student (the latter indicated the extent to which special class students were included in regular school activities), and parents filled out the personal and social adjustment inventory and answered questions concerning their feelings toward and evaluation of special classes. Academic achievement (teachers' evaluation) by subject for students in each class was compared to normal grade level achievement, and it was concluded that the great majority of children were making better progress than would be achieved in regular classes. This was true for social aspects of learning as well as academic learning. Most parents were strong supporters of special classes. (KW)

ED 050 532 EC 032 375
Mental Retardation Activities of the Department of Health, Education, and Welfare, January 1971.
Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.
Pub Date Jan 71
Note—100p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Exceptional Child Services, *Federal Aid, *Federal Legislation, Financial Support, *Government Role, *Mentally Handicapped, National Programs, Program Descriptions
Identifiers—U.S. Department of Health, Education, and Welfare
The report describes the current mental retardation activities of the Department of Health, Education, and Welfare (DHEW). Discussed in the introductory section are the coordination of mental retardation programs and the categories of mental retardation activities of the Department: preventive services, basic and supportive services, training of personnel, research, construction, and income maintenance. The body of the report details the mental retardation activities in these major categories carried out by the following branches of DHEW: Office of the Assistant Secretary for Administration, Health Services and Mental Health Administration, National Institutes of Health, Office of Education, Social and Rehabilitation Service, Social Security Administration, and Food and Drug Administration. Appendixes provide additional information on the financial obligations of DHEW for mental retardation programs for fiscal years 1970-72, income maintenance, and the Developmental Disabilities Services and Facilities Construction Act (P.L. 91-517). (KW)

ED 050 533 EC 032 376
Wieder, Daniel Hicks, John
Evaluation of an Early Intervention Program for Neurologically Impaired Children and Their Families.
United Cerebral Palsy of Queens, Inc., Jamaica, N.Y.
Spons Agency—Association for the Aid of Crippled Children, New York, N.Y.
Pub Date 70
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cerebral Palsy, Child Development, Counseling Effectiveness, Emotional Adjustment, *Exceptional Child Research, Intervention, *Neurologically Handicapped, Parent Attitudes, *Parent Counseling, *Program Evaluation
The final project report evaluates services to young infants and their parents in an early intervention program for neurologically handicapped (cerebral palsied) children. Following a general report of the 1969-70 activities, evidence from evaluation research in three areas is presented. Studied were the effects of group therapy on the parents of infants, the effects of the program on the emotional adjustment of the parents and their attitudes toward raising children, and effects of the program on the physical, social-emotional, and intellectual development of the 23 children, ages 9-44 months, who participated in the intervention program two mornings per week. Evidence suggested that in general the parents became less apprehensive and more self-assured in their reactions. Adjustment to the crippled child appeared to be more difficult for the mother than the father, and mothers had more need of counseling services. The program was more successful in affecting the adjustment and attitudes of mothers than fathers. Positive shifts were recorded in mothers' attitudes toward the child's disability and toward themselves. Pre- and posttesting with the Children's Developmental schedule, an experimental rating scale, showed significant growth in the areas of physical, social and emotional, and intellectual growth in one of the two groups of children. (KW)

ED 050 534 EC 032 377
Forbes, Donald G. Raschick, Sally Carey
Walworth County Preschool Program. Rationale and Preliminary Report.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 70
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Early Childhood Education, *Educable Mentally Handicapped, *Exceptional Child Education, Intervention, Mentally Handicapped, Nonprofessional Personnel, Positive Reinforcement, Preschool Children, *Program Descriptions
Identifiers—Wisconsin
The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ED 050 535 EC 032 378
Schattner, Regina
An Early Childhood Curriculum for Multiply Handicapped Children.
Pub Date 71
Note—143p.
Available from—John Day Company, 257 Park Avenue South, New York, New York 10010
Document Not Available from EDRS.
Descriptors—Class Activities, *Curriculum Design, *Early Childhood Education, *Exceptional Child Education, Instructional Materials, *Multiply Handicapped, *Program Descriptions, Teaching Methods
The guide for understanding the multidimensional educational problems of multiply handicapped children and for developing an appropriate curriculum and setting is addressed to teachers. Methods, materials, and a curriculum for working with young (ages 4-9 years) multiply handicapped children are presented. The program includes an enriched language program to prepare the children who will go on to academic learning in a school setting. The curriculum can be adapted for children with motor and sensory defects, mental retardation, or emotional disturbance. Discussed are the identification and early years of the multiply handicapped; the ideal physical plant and special education classroom; the professional staff and teacher-parent cooperation; and an educational program which is a compilation of techniques used with multiply han-

dicapped children (blind-cerebral palsied, mentally retardednemotionally disturbed) in two different schools. Ages and grouping, physical development, play, creative activities, language development, introduction of tool subjects, and arithmetic are covered, with appropriate activities and materials indicated. The partially sighted child and the blind child are treated in two separate chapters. (KW)

ED 050 536 EC 032 413
Kass, Corrine, Ed.
Advanced Institute for Leadership Personnel in Learning Disabilities. Final Report.
Arizona Univ., Tucson. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 70
Grant—OEG-0-9-121013-3021(031)
Note—170p.; Proceedings of the Advanced Institute for Leadership Personnel in Learning Disabilities (Tucson, Arizona, December 3-6, 1969)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Exceptional Child Education, Inservice Teacher Education, Institutes (Training Programs), *Learning Disabilities, *Special Education Teachers, *Teacher Education, *Teacher Role

Reported upon is an institute involving 87 participants representing leadership personnel in the field of learning disabilities, held December 3-6, 1969, in Tucson, Arizona. The institute's purpose was to upgrade the leadership personnel through exchange of information on issues in pre- and inservice training programs. Historical background, purposes, and organization of the institute are described. Proceedings presented include the committee reports of the seven groups into which participants were divided. Each working committee discussed specific roles and functions of teachers of the learning disabled, and implications for preparing such personnel. Also included are texts of the keynote speech by Leonard Lucito, in which he reviewed activities of the Bureau of Education for the Handicapped regarding teacher training for the future, and texts of the two main speeches by Richard Usher and Martin Dworkin. Usher's speech concerned teacher education in general, with emphasis of his research findings on teacher effectiveness and his point of view on future directions in teacher education, while Dworkin gave a philosopher's view of moral issues involved in changing children's learning behavior. Appended are reflections and comments by the institute's elder statesmen: William Cruickshank, Marianne Frostig, Newell C Kephart, Samuel A. Kirk, and Helmer Myklebust. (KW)

ED 050 537 EC 032 414
Jones, Reginald L., Ed.
Problems and Issues in the Education of Exceptional Children.
Pub Date 71
Note—424p.
Available from—Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 ($5.50)
Document Not Available from EDRS.
Descriptors—Educational Diagnosis, *Educational Methods, *Educational Trends, *Exceptional Child Education, *Gifted, *Handicapped Children

The collection of articles focusing upon problems and issues in the psychology and education of exceptional children emphasizes divergence and areas of conflict which represent the reality confronting special educators. The readings are intended as a supplement to survey textbooks on the psychology and education of exceptional children or as a sourcebook for advanced courses. Six sections cover issues and problems related to the education of the gifted, mentally retarded, speech and hearing handicapped, learning disabled, visually handicapped, and emotionally disturbed. Issues of diagnosis and identification, as well as educational controversies, are treated. The final section concerns problems and issues in professional special education, covering such topics as diagnostic categories and labeling practices, assessment and remediation practices, and the validity of special education for the mentally retarded and for inner city black children. (KW)

ED 050 538 EC 032 423
Savino, Michael T. Belchick, Gerald D.
Vocational Rehabilitation of the Severely Disabled in a University Setting. Second Year Report.
California State Dept. of Rehabilitation, Sacramento.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Nov 70
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Services, *Physically Handicapped, *Rehabilitation Programs, Universities, *Vocational Rehabilitation, Young Adults

Reported is the progress of a vocational rehabilitation program for severely disabled students at the University of California, Berkeley. The Cowell Hospital Project provides housing and special assistance for quadriplegics with an especially favorable academic prognosis. The report summarizes the project's funding, type of clients, admission procedures, assistance provided to handle the activities of daily living, medical management, rehabilitation counseling services, costs, and future. It is noted that the academic and vocational achievement of clients is above that of the average university student and/or rehabilitation client. Appended information includes a table of client characteristics, case cost estimates, reprints of news articles on the project, the Cowell Residence Program admission procedure and a student questionnaire, evaluative comments and recommendations by project participants, and brief case summaries of the 18 clients currently served by the project. (See ED 044 865/EC 030 630 for a previous report on this project.) (KW)

ED 050 539 EC 032 424
Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students - United States 1968-69: Data from the Annual Survey of Hearing Impaired Children and Youth.
Gallaudet Coll., Washington, D.C. Office of Demographic Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 70
Note—42p.
Available from—Gallaudet College Bookstore, Gallaudet College, Washington, D.C. 20002 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Groups, Auditory Perception, *Aurally Handicapped, *Demography, *Exceptional Child Research, *National Surveys, Sex Differences, Statistical Data

Data contained in the report were collected by the Annual Survey of Hearing Impaired Children and Youth on 25,363 hearing impaired children enrolled in participating special education programs during the 1968-69 school year. Data describe the following characteristics of such children: additional handicapping conditions, age at onset of hearing loss, audiometric findings on hearing threshold levels, age, and sex. Seventy-nine schools and 63 special classes participated in the survey. The students for whom data are presented represent about one half of the total number of hearing impaired students receiving special educational services. In addition to presenting detailed statistical tables, qualifications and limitations of the data are pointed out. (KW)

ED 050 540 EC 032 425
Hirshoren, Alfred And Others
A Survey of Public School Special Education Programs for Emotionally Disturbed Children.
Illinois Univ., Urbana. Dept. of Special Education.
Pub Date Dec 70
Note—70p.; Special Education Monograph No. 1-70
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, Class Size, *Emotionally Disturbed, *Exceptional Child Research, Identification, Incidence, *National Surveys, *State Programs, *State Standards, Statistical Data

The survey examined the current status of special education programing for emotionally disturbed children as required, permitted, and/or prohibited by laws or regulations in each state, and as seen by the state directors of special education or their specialists in this area. These officials in each state completed questionnaires concerned with such parameters as definitions and terminology, prevalence, services available, caseload and class size, diagnosis and placement, administrative organization, and success of programs based on numbers of children returned to regular classes. Following a review of related research since 1960, the data, tabulated by region as well as for the entire country, are presented. Findings reveal that six different terms are used to classify emotionally disturbed children. Prevalence estimates varied from .05% to 15%; most states used an estimate of 2% for educational planning. Most often mentioned educational procedures were special classes, resource rooms, and homebound instruction, in that order. Model class size was 10 students, with the age range in the special class often limited to 3-5 years. Standards for case loads varied considerably. Estimates of children returned to regular classes ranged from 5% to over 90%. The key issue appeared to be that of definition. (KW)

ED 050 541 EC 032 426
Mattson, Bruce D. And Others
Preparing the Mentally Retarded in the Areas of Food Preparation and Service.
Texas Tech Univ., Lubbock. Dept. of Special Education.
Spons Agency—Texas Education Agency, Austin.
Pub Date May 71
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Design, *Educable Mentally Handicapped, *Exceptional Child Education, *Food Service Workers, Mentally Handicapped, *Program Design, Program Proposals, *Vocational Education

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

EM

ED 050 542 EM 008 891
Gladen, Frank H.
A Study of the Effectiveness of Television Teaching of Conservation and Forest Fire Prevention in Kindergarten and First Grade of Selected Schools in Northern California: 1969-1970.
Chico State Coll., Calif.
Spons Agency—Forest Service (DOA), Washington, D.C.
Pub Date 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Conservation Education, *Elementary Grades, Fire Protection, *Forestry, Grade 1, *Instructional Television, Kindergarten, Program Effectiveness, Safety Education, *Televised Instruction, Television Teachers

Twenty programs about conservation and forest fire prevention were telecast to kindergarten and first-grade children. The programs, each 20 minutes long, were especially prepared for that

age group. Testing of experimental and control groups showed that the telecasts were outstandingly successful in teaching concepts about those subjects, particularly to first graders. Although minor difficulties were encountered in broadcast reception and in having suitable situations or equipment for the viewing time, the series met with general approval from teachers and administrators. Classroom teachers felt that the technical production was not up to commercial television quality and that the television teacher presented the material well but should have supplemented her lectures with other types of material. (JK)

ED 050 543 EM 008 903

Dick, Walter Gallagher, Paul

Systems Concepts and Computer-Managed Instruction: An Implementation and Validation Study.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Apr 71

Note—27p.; CAI Center Tech Memo Number 32

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Computer Assisted Instruction, *Cost Effectiveness, *Course Evaluation, Curriculum Development, Evaluation Techniques, Feedback, Graduate Study, Individualized Instruction, Instructional Systems, Methods Courses, Program Costs, *Programed Instruction, *Systems Approach, Teaching Assistants

The Florida State model of computer-managed instruction (CMI) differs from other such models in that it assumes a student will achieve his maximum performance level by interacting directly with the computer in order to evaluate his learning experience. In this system the computer plays the role of real-time diagnostician and prescriber for the student and serves as a master recordkeeper for the entire student population. To test this model of CMI, systems concepts were used in developing a programed course to teach graduate education students the techniques of programed instruction. In a field trial of the course, four instructional presentations were used: students followed a fixed sequence of tasks and had a graduate student evaluate their progress, students selected their own sequence of tasks and had a graduate student evaluate their progress, students followed a fixed sequence and evaluated their progress with the aid of a computer, and students selected their own sequence and evaluated their progress with the aid of a computer. No significant differences were found among the experimental treatment groups. Student performance on the cognitive portion of the course was excellent, and it was estimated that the cost of conducting the course via CMI was one-half to one-third the cost of conventional graduate instruction. (Author/JY)

ED 050 544 EM 008 904

Guidelines for Audiovisual Materials and Services for Public Libraries.

American Library Association, Chicago, Ill.

Pub Date 70

Note—33p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($1.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Coordinators, Budgeting, Film Libraries, Films, Filmstrips, *Guidelines, Library Acquisition, Library Materials, Library Planning, Library Programs, *Library Services, *Library Standards, *Public Libraries, Slides, Specifications, Tape Recordings, Video Tape Recordings

The standards proposed here are designed to serve as a yardstick for public libraries and library systems that serve a population of 150,000 or more and that wish to establish audiovisual services or to strengthen their existing collections and services. The guidelines are intended to supplement the "Minimum Standards for Public Library Systems, 1966." These standards establish the division of responsibilities for audiovisual services among the various units of a library system, develop goals for service, and describe material requirements in detail. Guidelines for staff development are given which prescribe the number and the qualifications of additional personnel necessary for an effective audiovisual program. A description of space and equipment allocations includes specifications for storage and maintenance of various media collections as well as formulas to be used in estimating maintenance costs. Qualitative and quantitative measures which provide the statistics used in planning budgets, allocating staff, and making decisions affecting future service are described. A glossary of terms used in audiovisual library service and an index are included. (JY)

ED 050 545 EM 008 905

Rowell, John Heidbreder, M. Ann

Educational Media Selection Centers. Identification and Analysis of Current Practices.

American Library Association, Chicago, Ill.

Pub Date 71

Note—177p.; ALA Studies in Librarianship Number 1

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($4.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Audiovisual Centers, Demonstration Centers, *Instructional Materials Centers, Instructional Media, Library Facilities, Library Material Selection, Library Programs, *Media Selection, *National Surveys, *Program Evaluation, Resource Centers, Resource Materials, *Statistical Data

Phase I of this National Book Committee study surveyed existing educational media selection facilities and examined programs at the state, regional, and local levels. Facilities were located and identified, and their successful components were evaluated by means of questionnaires and on-site visits. This final report contains an introductory section which summarizes the initial study and describes the needs which prompted it, the role of the National Book Committee, the purpose of Phase I, and the educational media selection centers program itself. The major findings are presented in more than 80 comprehensive tables, together with conclusions and recommendations for subsequent phases of the program. The conclusions cite the need for better communication programs, for more adequate financial bases, and for less duplication of effort among the centers, especially in the area of evaluating and selecting media. Some of the areas indicated for further study include budget, content and balance of media collections, handling of purchased and free media in centers, display and/or cataloging of material, and evaluation of audiovisual and print media. Samples of the forms used to gather data in the study are appended. (Author/JY)

ED 050 546 EM 008 906

The 8MM. Documents Project.

Pub Date [71]

Note—16p.

Available from—Thorne Films, Dept. DC031, 1229 University Avenue, Boulder, Colorado 80302

Document Not Available from EDRS.

Descriptors—*Catalogs, *Filmstrips, Information Sources, *Modern History, *Resource Materials, *Single Concept Films, United States History

Small segments of original film footage relating to discrete historical subjects that range from battle scenes of the Spanish-American War to the first steps of man on the moon have been gathered from archival sources and packaged into a Super-8 cartridged film format. The films run less than five minutes and are silent. They are not aimed at any age level but are intended to be used as tools for historical investigations, to stimulate discussion, and to help analyze and compare historical events, trends, and developments. On the outside of each film cartridge, a label provides a description of the contents of the film, information about the event, and a bibliography. These notes contain only objective data about the film subject. The cartridges may be used with either Technicolor or Kodak instant loading projectors. Library of Congress cards are available for each title. A total of 128 titles are listed chronologically, and a descriptive note is provided for each new title. Complete ordering information for the films is given. (JY)

ED 050 547 EM 008 907

Clark, Michal C. Merrill, M. David

A Cybernetic Modification Scheme for an Instructional System.

Brigham Young Univ., Provo, Utah. Dept. of Communications.

Report No—WP-6

Pub Date 10 Mar 70

Note—20p.; Instructional Research and Development Series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conceptual Schemes, *Cybernetics, Feedback, *Individualized Instruction, Instructional Design, *Instructional Systems, Learning Characteristics, Systems Approach, Teaching Methods

One procedure that can be used to individualize instruction is to teach different pupils by different methods with the intent of reaching a common goal. A cybernetic (self correcting) procedure is proposed for manipulating instructional displays so that after a period of time the instructional procedure used is optimal for a given individual. This is accomplished by changing the parameter values of those parameters that define a given psychological condition or by changing the values and/or the parameters which define the content-specific conditions of a particular display. The instructional paradigm for each kind of behavior may have many parameters associated with it. A sample of these parameters may be modified, and if the learner response is correct, those modified values are returned to the system, and another set of parameters is selected for modification. If the learner response is incorrect, the same parameters are remodified in accordance with the rules. In this way, the model provides a method to maximize correct responses by the learner. It also monitors performance, and its dynamic property makes it always try to do better. (JY)

ED 050 548 EM 008 908

Tennyson, Robert D. Boutwell, Richard C.

A Quality Control Design for Validating Hierarchical Sequencing of Programed Instruction.

Brigham Young Univ., Provo, Utah. Dept. of Communications.

Report No—WP-12

Pub Date 21 Oct 70

Note—28p.; Instructional Research and Development Series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Cognitive Objectives, Course Organization, Curriculum Development, *Evaluation Criteria, Evaluation Techniques, *Instructional Design, Learning Theories, *Models, Organization, *Programed Instruction, Program Effectiveness, *Quality Control, Task Analysis

Identifiers—Gagne (R M), Merrill (M D)

A quality control model is proposed to facilitate development of effective instructional programs. The theories of R. M. Gagne and of M. D. Merrill provide the foundations for a theory of sequencing behavior into a hierarchical order in order to improve the learning potential of an instructional program. The initial step in the procedural model is to identify the enabling objectives which allow performance of the terminal objective. After these objectives are identified and hierarchically charted, the sequence is validated by a task analysis. An evaluation by individuals for whom the program is designed should eliminate ambiguous directions. The next step in the model is an empirical validation of the entire program to determine if the student reaches the terminal objective successfully and if the sequencing is effective and efficient. Finally the program is revised according to the results obtained in the preceding step and recycled until an acceptable criterion is reached. (JY)

ED 050 549 EM 008 909

Public Library Subject Headings for 16MM Motion Pictures, 1971.

California Library Association, Sacramento.

Pub Date 71

Note—56p.

Available from—California Library Association, 717 "K" Street, Suite 300, Sacramento, California 95814 ($3.00)

Document Not Available from EDRS.

Descriptors—Cataloging, Classification, *Film Libraries, *Films, Indexes (Locaters), Instructional Films, Library Technical Processes, Single Concept Films, Sound Films, *Subject Index Terms

A subject heading list for 16 millimeter motion pictures is proposed here that is designed to provide audiovisual librarians with a tool which will

aid them in making subject indexes for their printed film catalogs and to establish an authority for professional catalogers who may be called upon to catalog 16 mm. motion pictures. In preparing the list, a large number of printed film catalogs from various public libraries were surveyed. Where there was widespread agreement on a particular subject heading, that heading was adopted and incorporated into the list. "Sears List of Subject Headings" was used as an authority for certain other headings, and some were adopted because they are known to be familiar and useful to the public. In the main, general rather than specific headings were used, except in headings such as geographic areas, motion pictures, and United States. This publication is intended to serve as a field test of the list, and it is hoped that practicing audiovisual librarians will report additions, deletions, and criticisms to be incorporated into a final hardbound publication. (Author/JY)

ED 050 550 EM 008 910

Mass Communication Education in the Finnish Comprehensive School.

Finnish Broadcasting Company, Helsinki (Finland).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Dec 70

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication (Thought Transfer), Communications, Communication Skills, Course Content, *Course Descriptions, Course Objectives, Critical Thinking, *Curriculum, Curriculum Guides, Information Dissemination, Intellectual Development, *Mass Media, News Media, Newspapers, Opinions, Publicize, Radio, Social Influences, *Social Studies, Television

Identifiers—*Finland

A suggested curriculum to be used to teach mass communications in Finnish comprehensive schools is described. Instead of concentrating on either an aesthetic or medium-bound (e.g., film education) approach, this curriculum focuses on the mass media as social institutions and on developing in young people a critical, thoughtful approach to mass communication messages. It also emphasizes information transmission and opinion formation. The curriculum is sequential, with suggested lessons and activities for each of three levels: the elementary (Grades I-III), the middle (Grades IV-VI), and the upper grades. The major subdivisions of mass communication studies are: communication in society, mass communication, forms of expression in the mass media, and understanding the message. Each of these topics is divided into several sub-headings or units of study such as an historical survey of communication, institutions transmitting informatio, message types, and the effects of a message. The description of each unit includes the purpose, examples and questions for class discussion, and topics for individual and group projects. (JK)

ED 050 551 EM 008 911

Graham, Darol And Others

Multi-Media Simulation of Laboratory Experiments in a Basic Physics Lesson on Magnetism.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Nov 70

Note—67p.; CAI Center Tech Memo Number 25

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Instruction, College Science, *Computer Assisted Instruction, Course Evaluation, Filmstrips, *Laboratory Experiments, *Physics Instruction, Sequential Learning, *Simulation, Slides, Teaching Methods, *Transfer of Training

A computer-assisted instruction (CAI) physics lesson on magnetism was supplemented with slides and film loops to provide a simulated encounter with simple magnetism experiments. Two groups of students took the CAI lesson, but one group viewed the simulated experiments, while the other group performed the actual laboratory experiments. Since neither of the instructional modes led to posttest performance indicating lesson mastery, the data was further examined in an attempt to identify program weakness. Possible sequence-related difficulties were considered in the light of evidence pertaining to positive transfer. A hierarchy of "conceptual levels" was predicted for the lesson and used as a basis for an analysis of transfer effects. Although inconclusive, the evidence seemed to indicate positive transfer in the predicted manner and suggested resequencing the lesson as an initial step toward making learning optimal. Student opinion favored the use of the simulated experiments as a welcome change of pace from usual classroom activities. (JY)

ED 050 552 EM 008 912

Harvey, William L.

A Study of the Cognitive and Affective Outcomes of a Collegiate Science Learning Game.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Nov 70

Note—169p.; CAI Center Tech Report Number 17

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement, Background, Comparative Statistics, Conventional Instruction, *Educational Games, *Elementary School Science, Games, High Achievers, Individual Characteristics, Low Achievers, Negro Students, Predictor Variables, *Role Playing, Science Instruction, Science Teachers, Student Attitudes, *Teacher Education, *Teaching Methods

Identifiers—Challenge

A science education game, called "Challenge," was developed and tested. In a course designed to review the concepts that are useful in teaching elementary school science, one group of black graduate students used the game while a control group used the conventional lecture-discussion format. The game was designed to allow the player an opportunity to relate his knowledge of science to elementary classroom situations. A role-playing design was used to give the students practice in expressing scientific concepts using their own words. The results of analysis of variance comparisons indicated that the experimental gaming group had significantly superior posttest results in achievement in science, attitude toward science, confidence in science, and in the learning of the specific concepts that were taught in the game. It was found that individual personality and background characteristics could differentially predict the posttest measures and that low achievers in science benefited most from the gaming strategy. Their achievement posttest scores nearly matched those of the high achievement group. Thus, the learning game reduced differences in achievement that were detected on the pretest while raising the achievement mean for the entire group. (JY)

ED 050 553 EM 008 913

Hansen, Duncan N. And Others

Review of Automated Testing.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 26 Feb 71

Note—37p.; CAI Center Tech Memo Number 30

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Automation, *Computer Oriented Programs, Computers, Input Output, Input Output Devices, *Literature Reviews, Models, Personality Assessment, Psychological Evaluation, *Psychological Testing, Student Testing, *Testing, Test Interpretation, Test Reliability, Test Scoring Machines, Time Sharing

A review of the literature on automated psychological testing shows that most research and development in this area is based on a one-test, one-psychologist model. In this model, the functions of test administration, scoring, and interpretation are thought out in terms of specific tests presented on an individualized basis. However, more complete and sophisticated psychological assessment can take place with a multi-test, multi-team model. This model makes extensive use of time-sharing, interactive, terminal-oriented computer systems. Methodological investigations and research and development work on automated testing in the last decade are reviewed in terms of the three dimensions of testing: administration, scoring, and interpretation. A computerized information management system for the storage and retrieval of student evaluation files appears to be necessary. Such a system would allow varying and appropriate reports to be generated for psychologists, teachers, counselors, etc. The capability of computers to analyze and accept natural language input must be further developed before testing can become fully automated. (JK)

ED 050 554 EM 008 914

Merrill, Paul F.

Task Analysis: An Information Processing Approach.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Apr 71

Note—30p.; CAI Center Tech Memo Number 27

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Association (Psychological), Behavioral Objectives, Behavior Chaining, *Information Processing, Learning Processes, *Learning Theories, *Models, *Task Analysis, Task Performance, Thought Processes

Identifiers—*Gagne (R M)

Several concepts and techniques used to design computer simulation of human performance were employed in developing an information processing approach to task analysis. This new approach is compared and contrasted with Gagne's hierarchical task analysis model. Two conceptual levels of a behavioral objective are identified. One level, referred to as the "task level," is concerned with the determination of the subskills that are required to learn and perform the terminal objective of a task. The second level, the "rule level," is concerned with the discovery of order relationships between subskills. Neither hierarchical nor information processing analysis would be sufficient for all types of tasks. A hierarchical analysis would be appropriate where lower ordered skills generate positive transfer to higher level skills, while an information processing analysis would be utilized where the output of one task subskill or operation is required as input for a succeeding operation (behavior chaining). (Author/JY)

ED 050 555 EM 008 915

Baley, John D. Benesch, Mary P.

A System for Individualized Math Instruction in Secondary Schools.

TRW Systems Group, Redondo Beach, Calif.

Pub Date 31 Jul 69

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, Conventional Instruction, Cost Effectiveness, Costs, *Disadvantaged Youth, High School Students, *Individualized Instruction, Instructional Staff, *Mathematics Instruction, *Remedial Mathematics, Secondary School Mathematics, Teacher Aides, Teaching Methods, *Team Teaching

An experimental program in mathematics at a high school in Watts, California, demonstrated that multilevel team teaching and individualized instruction produced significantly higher student achievement in computational skills than did traditional methods, and at no increase in cost. The program was developed to improve the basic mathematics skills of high school students from a ghetto area who are unable to begin secondary-level math courses because of deficiencies in computational skills. The multilevel team consisted of a teacher, a teaching assistant (a college junior or senior), and a student assistant. The only teaching done by the teachers or teaching assistants was done individually in response to a student question. On a standardized math test, the experimental group was found to improve an average of 2.16 points more (about two-fifths of a semester in grade level) than control group students with the same starting scores, a statistically significant improvement. The major accomplishment of the course was to halt the further retardation of the students; however, a system still needs to be developed which will reduce the gap between the students' grade level and their mathematics achievement level. (Author/JK)

ED 050 556 EM 008 916
Arnheim, Rudolf
Visual Thinking.
Pub Date 26 Jul 71
Note—345p.
Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 ($4.25)
Document Not Available from EDRS.
Descriptors—Abstraction Levels, *Abstract Reasoning, Art, Cognitive Development, *Cognitive Processes, *Concept Formation, Creative Development, Creative Thinking, Eidetic Images, Nonverbal Ability, Nonverbal Learning, Perception, Pictorial Stimuli, Semiotics, Sensory Experience, Sensory Training, Symbolic Language, *Thought Processes, Vision, Visual Arts, Visual Learning, *Visual Perception

Based on the more general principle that all thinking (including reasoning) is basically perceptual in nature, the author proposes that visual perception is not a passive recording of stimulus material but an active concern of the mind. He delineates the task of visually distinguishing changes in size, shape, and position and points out the complexity of the task accomplished each time the sense of vision establishes the size, shape, location, color, brightness, and movement of an object. The effect of the memory of past experience on perception provides a framework for his discussion of mental imagery and its relation to direct sensory observation. He postulates that mental images are a necessary precondition for "thought," and he uses line drawings to illustrate the organization of mental images into concepts. The functions of three categories of images--pictures, symbols, and signs--are explained. The author describes two antagonistic theories of abstraction and states that it is the indispensable link between perceiving and thinking. He believes that words are not indispensable to thought, but serve as labels for images, and that art is not just a form of visual thinking, but fulfills other primary functions by creating beauty, perfection, harmony, and order. In conclusion, he proposes that the means and ends of science and art are closely allied. (JY)

ED 050 557 EM 008 917
Young, Jon I. And Others
The Effect of Controlled Variables in Microteaching.
Brigham Young Univ., Provo, Utah. Dept. of Communications.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Feedback, *Microteaching, *Peer Teaching, Preservice Education, *Student Teachers, Teaching Techniques, Training Techniques, *Video Tape Recordings

To gauge the effect of different microteaching variables on the effectiveness of microteaching, three treatment conditions were set up. In the oral group, oral evaluation by the supervisor was not available to the subjects (student teachers). In the video group, video recording or playback was not available. In the peer group, ninth-grade students, rather than fellow student teachers, were used as the "micro-class." Three regular microteaching groups served as controls for each treatment condition. Two evaluation forms, the Verbal Interaction Categories System and the Video Teaching Evaluation Form, were used to evaluate the performance of each student teacher in subsequent microteaching sessions. Results showed that only one variable, use of ninth-grade subjects rather than peers, significantly affected performance in subsequent sessions. In this condition, subjects were fairly uncomfortable with the task of teaching younger students and did not allow for student interaction during the microteaching sessions. Lack of oral or video feedback did not affect subsequent microteaching attempts. (JK)

ED 050 558 EM 008 918
Survey and Study of Educational Broadcasts; 1960 - 1968.
Japan Broadcasting Co., Tokyo
Pub Date 69
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Audiovisual Aids, Changing Attitudes, Concept Formation, Correspondence Study, *Educational Television, English Instruction, Ethical Instruction, Home Study, Instructional Television, *Program Effectiveness, Rural Education, Science Instruction, Slow Learners, Surveys, Teacher Attitudes, *Televised Instruction, *Television Research, *Television Surveys, Violence
Identifiers—*Japan

Japan's educational television and radio network, NHK, conducted surveys and studies on the use and effects of its programs from 1960-68. The major surveys, each of which is summarized in this booklet, cover four categories: the utilization of educational programs, analysis and evaluation of selected programs, the effect of educational programs, and the effect of non-educational broadcasting (entertainment and adult programs) on children. The first category includes surveys on the utilization of school broadcasts by schools, on school teachers' views of educational broadcasting, and on the daily life of high school students taking correspondence courses and their utilization of broadcasts. The second group of studies analyzed a fourth-grade science class and a junior high school English class and also included a study on the function of audiovisual methods in concept formation. Studies in the third category looked at the effects of television programs in teaching English, in teaching moral guidance, and on children in isolated villages. Included in the fourth category are studies on the effects of violent scenes on children and on ways of changing children's choice of programs. (JK)

ED 050 559 EM 008 919
Government Documents on Microfilm 1971.
Pub Date Jun 71
Note—107p.; A selected annotated bibliography of United States government documents on microfilm
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.
Descriptors—American History, Archives, *Catalogs, *Federal Government, Federal Laws, Federal Legislation, *Government Publications, *Library Materials, *Microfilm, Periodicals, Reference Materials
Identifiers—Congressional Record

Selected United States Government documents available on microfilm from University Microfilms are listed in this annotated catalog. Many of these documents were originally published by the U.S. Government Printing Office and issued to depository libraries across the country. Others were published by private printers and may not be considered part of the depository collection. The microfilmed documents are listed by type: administrative reports; statistical reports; committee or commission reports; reports of investigation and research; hearings before committees of Congress; documents, journals, and proceedings; laws; statutes, compilations, and codes; decisions and opinions; rules, regulations, and manuals; bibliographies and lists; general and descriptive information; and periodicals. A complete listing of the microfilmed hearings, committee prints, and reports of the 82nd through the 86th Congresses is presented. Each listing gives an ordering number and the price of microfilm and, when available, of hardcopy. (JY)

ED 050 560 EM 008 920
Mager, Robert F. Pipe, Peter
Analyzing Performance Problems; or "You Really Oughta Wanna".
Pub Date 70
Note—109p.
Available from—Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 ($2.75)
Document Not Available from EDRS.
Descriptors—Adjustment Problems, Check Lists, *Educational Needs, Employer Employee Relationship, Feedback, *Flow Charts, Job Satisfaction, Low Achievement Factors, *Motivation, Negative Reinforcement, Performance, Performance Criteria, *Performance Factors, Positive Reinforcement, Skill Development, Student Teacher Relationship, Task Analysis, *Training Objectives, Vocational Adjustment

When faced with a discrepancy between the actual and the desired performance of a student, employee, or acquaintance, the usual course of action is to "train, transfer, or terminate" the individual. The authors believe that while these may sometimes be appropriate solutions appropriately applied, more often they are not. They offer a procedure for dealing with such a performance discrepancy in a step-by-step manner. Their procedure, which follows the form of a flow chart, assists in analyzing the nature and cause of performance discrepancies. A performance discrepancy caused by a skill deficiency is differentiated from one caused by a lack of motivation or negative feedback. Once the cause of the problem is correctly identified, the procedure suggests appropriate remedies, including formal training, practice, positive reinforcement, or simply adequate feedback. The key ideas are illustrated by actual cases and anecdotes. A quick reference checklist summarizes the issues and questions to be raised when using this procedure. (JY)

ED 050 561 EM 008 921
Bernstein, Bernard R. Gonzalez, Barbara K.
Learning, Retention and Transfer, Volume I of II.
Honeywell, Inc., Minneapolis, Minn.
Spons Agency—Naval Training Device Center, Orlando, Fla.
Pub Date Feb 71
Note—219p.; Final Technical Report, June 1968 through June 1969
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Computer Assisted Instruction, Computer Based Laboratories, Feedback, *Learning, Mediation Theory, Military Training, *Mnemonics, Recall (Psychological), Research Design, *Retention, Simulation, Simulators, Skill Development, Task Analysis, Taxonomy, *Training Techniques, *Transfer of Training, Visualization

The planning activities in this research program included a review of the applied and theoretical literature in the field of learning, retention, and training, a selection of an appropriate taxonomy of tasks, a survey of Naval jobs to determine critical tasks from the standpoint of training, a series of technical meetings with consultants, and a conceptual design for a general purpose computer-based, experimental apparatus. Two experiments were designed and conducted in order to try out the newly developed set of research requirements and to provide a data base for subsequent investigations. These experiments dealt with training and transfer of procedural skills. At the end of the first experiment subjects were asked to suggest ways of improving the effectiveness of training. These suggestions were used to modify training for the second experimental group. On the basis of these experiments it was concluded: that trainee feedback can be of value in increasing training effectiveness, that "imagery" can play an important role in promoting procedural skills, and that training effectiveness can be achieved through the use of low-cost paper and pencil simulation of the operational task. (JY)

ED 050 562 EM 008 922
Krippendorff, Sultana
A Re-examination of Mass Communications in an Underdeveloped Country Exemplified by India.
Illinois Univ., Urbana.
Pub Date Apr 71
Note—14p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Beliefs, Communications, *Developing Nations, Industrialization, *Mass Media, Nationalism, Newspapers, Periodicals, *Political Socialization, *Publishing Industry, *Socioeconomic Influences, Technological Advancement
Identifiers—*India

Mass communications are considered by many western scholars to be among the most potent tools for modernization of an underdeveloped country. This belief is based on two assumptions: that the mass media are large-scale operations which enjoy massive circulations or audiences and that they are primarily controlled by forward-looking, progressive governments and by people who share the governments' commitment to economic and political development. In the case of India, at least, these assumptions are false. Although broadcasting is controlled by the government, the popular press is composed of more than 10,000 newspapers and periodicals, and the major proportion of these publications consists of small publications with small circulations, stemming from small towns, written in one

of the local vernacular dialects, and concerned with local more than national issues and themes. The vernacular press has also shown a general tendency to make steady gains over the English language press which is metropolitan based and may be said to be most concerned with national issues and events. As a result of these provincial loyalties and interests, it will be harder to use the mass media as instruments of progressivism and modernization than many western communications scholars suggest. (JK)

ED 050 563 EM 008 923

Balazs, Bela

Theory of the Film; Character and Growth of a New Art.

Pub Date 70

Note—291p.; Translated from the Hungarian by Edith Bone

Available from—Dover Publications, Inc., 180 Varick Street, New York, N.Y. 10014 ($2.75)

Document Not Available from EDRS.

Descriptors—*Acting, Color Presentation, *Films, *Film Study, Foreign Language Films, Pantomime, Photocomposition, *Photography, Production Techniques, Sound Effects, Sound Films, Theater Arts, *Theories, Visual Arts

The author, in this new edition of a 1945 classic on film theory, proposes that films have a greater influence on the minds of the general public than any other art form; therefore, a careful study of film is necessary to control and direct its potential influence. He delineates the early history of films, pointing out that not until 10 or 12 years after the invention of the motion picture camera did a truly visual language begin to emerge. He traces the development of this visual language and examines the unique devices of silent films. He uses his knowledge of international film classics to analyze the effects and techniques of the silent film, concentrating on the powerful combination of the close-up shot and the skillful actor's face. Camera setups and photographic techniques, as well as editing techniques such as cross cutting and montages, are fully explored and illustrated. He describes attempts to emancipate films from their literary content in order to reach a higher level of abstraction. He feels that the great potential of sound films has yet to be realized. He presents his ideas on the problems encountered in the use of sound and color, on writing for or adapting existing literary works for films, on the differences between style and stylization, on film operas, and on the emergence of the screen idol. (JY)

ED 050 564 EM 008 924

Drumheller, Sidney J.

Handbook of Curriculum Design for Individualized Instruction; A Systems Approach.

Pub Date 71

Note—103p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($8.95)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Curriculum Design, Curriculum Development, *Guides, Individualized Curriculum, *Individualized Instruction, Instructional Materials, Material Development, Models, Psychomotor Objectives, *Systems Approach, Taxonomy

Identifiers—Bloom (Benjamin)

Precise guidelines for designing and developing curriculum materials from vigorously defined behavioral objectives are presented. The guidelines are designed to enable an educator to identify all the objectives appropriate for a unit of instruction, to define a procedure for ordering or programing objectives into an educational sequence, and to outline the procedures needed for communicating specifications to teachers and to writers. A systems approach to curriculum design is followed; that is, an experience-based model of a process is developed to identify the elements, relationships, and sequences essential to the production of curriculum materials by a team of specialists. The "Taxonomy of Educational Objectives: Cognitive Domain" by Benjamin Bloom was used as the source of the classification system which underlies the model. A set of exercises is provided for those who would like to develop a proficiency in this method of curriculum design. A foldout chart shows the Bloom taxonomy, the modified model of the taxonomy developed in this guide, a model for designing curricula from objectives based on the modified taxonomy, and a sample check list of behavioral objectives. (JY)

ED 050 565 EM 008 925

Kapfer, Philip G. Ovard, Glen F.

Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education.

Pub Date 71

Note—264p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($8.95)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Behavioral Objectives, *Continuous Progress Plan, *Curriculum Development, Curriculum Planning, *Guides, Independent Study, *Individualized Instruction, Post Testing, Pretesting, *Program Evaluation, Student Centered Curriculum, Student Teacher Relationship, Teaching Methods, Test Construction, Ungraded Curriculum

Identifiers—ILP, *Individualized Learning Package

An Individualized Learning Package (ILP) is a method for translating traditional curriculum guides and teacher lesson plans into an individualized set of student lesson plans which permit each student to progress continually through the curriculum at his own optimum rate. An ILP offers alternative ways of achieving stated behavioral objectives and allows students to help plan their own learning strategies. The teacher using an ILP becomes less of a lecturer and more of a guide and manager for a total environment for learning. A typical ILP consists of a concept statement for the entire ILP, a list of the sub-concept statements, a list of learning objectives, instructions concerning a pretest which covers all the learning objectives, one or more lessons into which the sub-concepts or learning objectives may be divided, instructions concerning a posttest which covers all the learning objectives, and suggestions for pursuing the subject presented in the ILP in greater breadth or depth. This guide contains an instructional program intended to teach teachers to construct their own ILPs. It presents its materials in the form of nine ILPs, and is constructed so that it may be used as a textbook in a course or as a self-teaching tool. (JY)

ED 050 566 EM 008 926

Jinks, William

The Celluloid Literature: Film in the Humanities.

Pub Date 26 Mar 71

Note—164p.

Available from—Glencoe Press, 8701 Wilshire Boulevard, Beverly Hills, California 90211 ($3.95)

Document Not Available from EDRS.

Descriptors—*Analytical Criticism, *Figurative Language, Films, *Film Study, Imagery, Literary Analysis, Literary Conventions, *Literary Perspective, *Literature, Photography, Production Techniques, Sound Effects, Sound Films, Sound Tracks, Symbolism, Visual Arts

The purposes of this book are to introduce film as an art and to show how close, both in form and content, literature and the narrative film are to one another. To accomplish these purposes, the basic components of literature and film are compared, including language (the novel uses words, while the film uses images), point of view, and figurative language. The structure of a film, which is built up through editing, and a film's appeal to the ear through sound are also discussed. Examples are taken from both classic and contemporary films. A glossary of important film terms is included along with a bibliography on film, a list of film periodicals, and a list of the major distributors of 16 millimeter films. (JK)

ED 050 567 EM 008 927

Silber, Kenneth H. Ewing, Gerald W.

Environmental Simulation.

Pub Date 71

Note—39p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)

Document Not Available from EDRS.

Descriptors—Audio Equipment, Audiovisual Aids, *Demonstration Centers, Facility Requirements, *Multimedia Instruction, *Multisensory Learning, Production Techniques, *Sensory Experience, Sensory Integration, *Simulated Environment, Simulation, Slides, Teaching Methods, Theaters

The authors define environmental simulation as the selection, manipulation and/or modification of any number and combination of the five senses to create an experience which simulates a real or imaginary environment. They see the goal of environmental simulation as producing affective-cognitive-psychomotor outcomes which can be set, modified, changed, or eliminated either before, during, or after the experience by an environmental designer, by the participants in the experience, or by both together. In order to test their assumptions they built and used a series of increasingly sophisticated "theaters" in which a total environment could be simulated. The prototype theater was a five-sided portable enclosure with a carpeted floor for seating. Slides were projected on each wall and appropriate sounds and odors were supplied. A paper tape control device was used to automatically sequence and advance the five slide projectors. Several larger versions of the theater were also developed. On the basis of their experience and of participants' comments they compiled some suggestions for improving the theater itself and the presentation of the sensory inputs. Some of the possibilities for using environmental simulation in the natural and social sciences, humanities, professional training, and in group settings are explored briefly. (JY)

ED 050 568 EM 008 928

Teachey, William G. Carter, Joseph B.

Learning Laboratories; A Guide to Adoption and Use.

Pub Date 71

Note—94p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Laboratories, Autoinstructional Methods, Check Lists, *Coordinators, Facility Requirements, Individual Instruction, *Individualized Instruction, *Learning Laboratories, Noninstructional Responsibility, Personnel Evaluation, Post Testing, Pretesting, Programed Instruction, Program Evaluation, Specialists, Standards, Student Testing, *Testing Programs

After outlining the advantages of individualizing instruction through the use of learning laboratories, this book describes the physical facilities needed in a laboratory and stresses the crucial role of the laboratory coordinator, who must be a counselor, test administrator, tutor or teacher, supervisor, bookkeeper, and curriculum specialist. A check list for analyzing coordinator performance is included. The fundamental importance of testing to a laboratory program is stressed, and the objectives, basic terminology, and procedures for a successful testing program are explained. An example is given of a successful learning laboratory in North Carolina. The need to constantly evaluate the laboratory program is considered, as well as methods for evaluating programed instructional materials. A list of recommended self-instructional equipment and the names and addresses of principal equipment and materials vendors in the United States are provided. (JK)

ED 050 569 EM 008 929

Gropper, George L. And Others

Criteria for the Selection and Use of Visuals in Instruction. Volume I, a Handbook. Volume II, a Workbook.

Spons Agency—Naval Personnel Research and Development Lab., Washington, D.C.

Pub Date 71

Note—Vol. I, 316p.; Vol. II, 186p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (Vol. I, $12.95; Vol. II, $8.95)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, Association (Psychological), *Audiovisual Aids, Audiovisual Instruction, *Behavioral Objectives, Discrimination Learning, Generalization, *Instructional Media, *Media Selection, Performance Criteria, Realism, Retention, Simulation, *Study Guides, Teacher Education, Transfer of Training, Visual Learning, Visual Stimuli, Workbooks

The material presented here is designed to be used as a training program in the preparation,

selection, and use of visual aids in instruction. Some prior training in the application of behavioral principles to the preparation of instructional materials is assumed. The program consists of a handbook and a workbook. All the information in the handbook is presented in an unusual chart form with arrows to direct attention to the interrelated nature of the material. At appropriate intervals in the handbook, the student is directed to complete relevant exercises in the workbook. The material covers the classification of visual aids and instructional situations, the use of criterion visuals, the use of simulated criterion visuals, the use of mediating visuals, and procedures to follow in selecting and using visuals in instruction. The behavioral objectives for each of these topics is specified. The handbook has a table of contents and an index so that it may be used as a reference source and job aid after completion of the program. (JY)

ED 050 570 56 EM 008 930
Mackin, Eva And Others
ITV and Education of Children of Migrant Farm Workers, Indians, and Inner-City Poor: Cross-Cultural Comparisons of International Uses of Media. Volume I.
American Univ., Washington, D.C. Development Education and Training Research Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0471
Pub Date Jan 71
Contract—OEC-3-8-080471-0059(020)
Note—195p.; See also Volume II, EM 008 931
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, Community Colleges, *Comparative Education, Compensatory Education, Compensatory Education Programs, Correspondence Study, Culture Conflict, *Disadvantaged Youth, Educationally Disadvantaged, Educational Radio, Educational Strategies, Inner City, *Instructional Television, Junior Colleges, *Migrant Child Education, Migrant Youth, Program Evaluation, Program Proposals, Remedial Instruction, Student Teacher Relationship, Televised Instruction
Identifiers—Australia, Israel, Japan, New Zealand
The possibility of using instructional television (ITV) as the core component in an instructional system designed to meet the special needs of the educationally disadvantaged children of migrant farm workers, of American Indians, and of the inner-city poor was appraised. The educational problems of each of these three groups were assessed and differentiated from the problems of educationally disadvantaged children in general. After a survey of the use of ITV systems to meet similar needs in other countries, the ITV systems used in Australia, Israel, Japan, and New Zealand were chosen for in-depth study. The ways in which these systems deal with such problems as introducing the core television approach, overcoming resistance to ITV, the effect of the student-to-system relationship on the learning process, reducing the consequences of sporadic school attendance, upgrading the skills of teachers, and teaching basic skills in language and mathematics were studied in detail. When the experiences of these ITV systems were used to evaluate ITV in terms of the particular needs of each of the three target groups, it was found that the use of ITV to present a core curriculum would be an effective means of accomplishing significant reforms only in the education of American Indian children. A special analysis was also made of the potential role of ITV in junior and community colleges. (JY)

ED 050 571 56 EM 008 931
Kimmel, Paul And Others
ITV and Education of Children of Migrant Farm Workers, Indians, and Inner-City Poor: Cross-Cultural Comparisons of International Uses of Media. Volume II: Case Studies.
American Univ., Washington, D.C. Development Education and Training Research Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0471
Pub Date Jan 71
Contract—OEC-3-8-080471-0059(020)
Note—192p.; See also Volume I, EM 008 930
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Organization, *Case Studies, *Comparative Education, Correspondence Study, Curriculum Development, *Educational Radio, Educational Strategies, Feedback, Instructional Systems, *Instructional Television, Program Costs, Program Evaluation, Rural Education, Secondary Education, Teacher Education, Televised Instruction, Television Teachers
Identifiers—*Australia, *Israel, *Japan, *New Zealand, NHK, Nippon Hoso Kyokai
In order to appraise the usefulness of instructional television (ITV) as the core component in instructional systems designed to meet the special needs of the educationally disadvantaged children of migrant farm workers, American Indians, and the inner-city poor, a study was made of the use of ITV programs to meet similar needs in other countries. The four in-depth case studies which supported this appraisal are presented here: educational radio and television in Australia, ITV in Israel, the Nippon Hoso Kyokai (NHK) Gakuen (high school) program in Japan, and educational radio in New Zealand. These case studies provide detailed information on the functioning of each program which goes beyond appraising its potential for the educationally disadvantaged in the United States to a complete description of the program and its place in the educational system of the country as a whole. The programs used in Australia, New Zealand, and Japan rely on correspondence courses to supplement the instruction provided on television, while the Israel ITV system is integrated into the school curriculum throughout the country. (JY)

ED 050 572 EM 008 932
Rockman, Saul Hudson, Robert B.
One Week of Educational Television. Number Six. March 9-15, 1970.
National Instructional Television Center, Bloomington, Ind.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Instructional Television Center, Bloomington, Ind.
Pub Date 71
Note—83p.; Not available in Hard Copy from EDRS
Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administrative Organization, Broadcast Industry, Closed Circuit Television, Comparative Statistics, *Educational Television, Financial Support, Fixed Service Television, Instructional Television, Material Development, *Programing, *Public Television, *Statistical Data, Televised Instruction, Television Research, *Television Surveys
In this sixth survey of educational television in the United States, 187 UHF-VHF educational television (ETV) stations, 27 ITFS (Instructional Television Fixed Service) systems, and 35 CCTV (closed circuit television) systems reported on their operating policies and on their programming during the week of March 9-15, 1970. The amount and kind of programming addressed to age-differentiated audiences was the primary focus of the survey. Some of the significant trends noted were an increase in the number of ETV stations on the air, an increase in the number of days per week these stations broadcast, and an increase in "public" programming (in contrast to instructional programming). Some of this shift to public programming was caused by the great impact of the "Sesame Street" series, which was so-classified. The rest of the shift was probably caused by the increased use of programs produced by such national organizations as the Corporation for Public Broadcasting and the National Educational Television (NET) network. The material gathered in the survey is presented in both expository and tabular form. Information is included about production patterns, program sources, audience levels, program subjects, and station ownership. A statistical profile of each ETV station is given. (JY)

ED 050 573 EM 008 933
Larson, L. C.
Case Study of the Effect of NDEA Title VII and Other Federal Legislation.
Indiana Univ., Bloomington. Audio-Visual Center.
Pub Date 22 Apr 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Centers, *Audiovisual Instruction, *Case Studies, Curriculum Evaluation, Doctoral Programs, Educational Technology, Expenditures, *Federal Aid, *Graduate Study, Institutes (Training Programs), Institutional Research, Instructional Materials, *Instructional Materials Centers, Instructional Media, Instructional Technology, Media Research, Media Specialists, Research Projects, Teacher Education
Identifiers—Division of Instructional Systems Technology, Elementary and Secondary Education Act, Higher Education Act, *Indiana University Audio Visual Center, National Defense Education Act
Since the first graduate course in educational media was offered in 1940, the program at Indiana University has grown into an integrated Audio-Visual Center/Division of Instructional Systems Technology program which offered 45 courses in 1968-69. The program seeks to combine opportunities for advanced study, practical experience, and research with a program of professional assistance to faculty members in the selection, development, and use of educational media. It also serves the educational community in such capacities as a library of educational media material and a center for developing and testing instructional materials. Indiana University cooperates with NET (National Educational Television), AID (Agency for International Development), and various foreign countries in projects concerned with instructional technology. During the period 1958-68, federal funds supported over 25 projects, including the National Instructional Television Center, and permitted aid to graduate students, institutes for media specialists, additional courses, and a re-evaluation of the existing curriculum in instructional technology. Although a recent cut in federal appropriations for educational media programs will reduce current activities, substantial progress has been made toward the goal of a professional education program. (JY)

ED 050 574 EM 008 934
Helvey, T. C.
The Age of Information; An Interdisciplinary Survey of Cybernetics.
Pub Date 71
Note—207p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($8.95)
Document Not Available from EDRS.
Descriptors—Artificial Intelligence, Automation, Behavior Theories, *Bionics, Communication (Thought Transfer), Computers, *Cybernetics, Demography, Education, Feedback, *Human Engineering, Information Science, Information Theory, Interaction, *Interdisciplinary Approach, Man Machine Systems, Medicine, Natural Sciences, Philosophy, Social Systems, Sociocultural Patterns, Systems Approach, *Technological Advancement
A series of essays discuss in a semi-technical way the philosophical, theoretical, and applied aspects of cybernetics and bionics. Of particular interest to educators is the author's discussion of the implications of cybernetics for pedagogical methodology. He predicts that education in the future will concentrate on a teaching systems approach, data retrieval, and problem solving, rather than insisting on the memorization of large bodies of knowledge. Cybernetics will aid education in many ways, he says, such as in automating the retrieval and storage of data, in determining the optimum volume and content of educational need for society, production, science, and the national interest, and in planning and locating the number and types of schools. He cites the usefulness of applying the essentials of automatic control systems to education in order to discover the general laws which will optimize the process of education. Other essays deal with the cybernetic aspects of such fields as space medicine, history, eugenics, politics, health care, marine science, entomology, and behavior analysis. A glossary is provided. (JY)

ED 050 575 EM 008 935
Graham, Peter
A Comparison Between Two Methods for Display of Programmed Diagnostic Tests.
Royal Inst. of Technology, Stockholm (Sweden).
Spons Agency—Stockholm School of Education (Sweden). Inst. of Educational Psychology.
Report No—R-PE-10

Pub Date Jan 71
Note—25p.; Prepared by the Research Group on Educational Electronics
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Audiovisual Communication, Comparative Analysis, *Diagnostic Tests, *Intermode Differences, Multimedia Instruction, Programed Instruction, *Slides, Student Attitudes, Student Testing, Tape Recordings, Television, *Testing, *Video Tape Recordings

Two methods for presentation of programed diagnostic tests were compared. One method used a five-screen, tape and slide format and the other used television in the form of videotape recording. The electronics course used for the study employed 10 diagnostic tests, five for each method. Evaluation was made on the basis of test scores and attitude tests. There was no significant difference in the measuring capacity of the two methods, but the students' attitudes, as measured by direct questions and attendance figures, favored the tape/slide form of presentation. (Author/JK)

ED 050 576 EM 008 936
Hinchman, Walter R. Dunn, D. A.
The Future of Satellite Communications. Resource Management and the Needs of Nations.
Twentieth Century Fund, New York, N.Y.
Pub Date 70
Note—80p.; Second report of the Twentieth Century Fund Task Force on International Satellite Communications
Available from—The Twentieth Century Fund, 41 East 70th Street, New York, N.Y. 10021 ($1.00)
Document Not Available from EDRS.
Descriptors—Communications, *Communication Satellites, Consortia, Foreign Relations, *International Organizations, Natural Resources, *Networks, Radio, Radio Technology, *Resource Allocations, *Telecommunication, Telephone Communication Systems, Television
Identifiers—Intelsat, International Telecommunications Satellite Consort, *International Telecommunication Union, World Administrative Radio Conference

Recent events suggest that Intelsat (the 68-nation International Telecommunications Satellite Consortium) will coordinate a number of domestic and regional systems that provide satellite communications services, some of which will be maintained by Intelsat and some of which will be independent. This report addresses the problems of conflict in functioning and resource use that such a multiplicity of systems may encounter. Practical methods of dealing with such conflicts, of meeting individual needs, and of making the benefits of satellite communications widely available are suggested. The report concludes that sufficient frequencies and orbital positions are available for all forseeable needs, provided there is intelligent advance planning and coordination at the international level. The report underlines the need for such planning and coordination, suggests that only minimal restraints be placed on direct broadcasting, and recommends major structural changes in the International Telecommunication Union (an agency of the United Nations) to make that organization more able to deal with the problems of satellite communications on an international basis. Two separate papers discuss the issues, primarily of spectrum resource management, to be decided at the 1971 World Administrative Radio Conference and propose a communication satellite system that could be built using existing technology. (JY)

ED 050 577 EM 008 937
Stifle, Jack
A Plasma Display Terminal.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.
Report No—CERL-X-15
Pub Date Mar 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audio Equipment, Computer Assisted Instruction, *Computer Graphics, *Computers, *Display Systems, Electronic Equipment, *Input Output Devices, Projection Equipment

A graphics terminal designed for use as a remote computer input/output terminal is described. Although the terminal is intended for use in teaching applications, it has several features which make it useful in many other computer terminal applications. These features include: a 10-inch square plasma display panel, permanent storage of information on the display screen without flicker, self-contained character and line generators, an optional random-access audio response unit, and a random-access slide projector. The terminal can send and receive data on voice grade telephone circuits. The unit has a character-writing speed of 180 characters per second and the capability of displaying up to 2048 characters on the screen. It has a line-drawing speed of more than 600 inches per second and a character repertoire of 256 characters. The operating modes of the terminal, including commands, are explained, as are possible sources of and the output word format for terminal-generated data. (JK)

ED 050 578 EM 008 938
Kapfer, Miriam B.
Behavioral Objectives in Curriculum Development; Selected Readings and Bibliography.
Pub Date 71
Note—400p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($9.95)
Document Not Available from EDRS.
Descriptors—Affective Behavior, Art Education, *Behavioral Objectives, *Bibliographies, Cognitive Objectives, Computer Assisted Instruction, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Gifted, *Individualized Curriculum, Instructional Materials, Job Training, Language Instruction, Material Development, Music Education, Programed Instruction, Reading Instruction, Science Instruction, Social Studies, Systems Approach, Values

The readings in this book are organized into eight sections. The first section is a compilation of practical materials which reinforce and elaborate on a few basic ideas about behavioral objectives. Some common ways of analyzing and classifying objectives are described. The adaptability of the behavioral approach to the teaching of values and influencing affective behavior in general is explored. Descriptions of the use of behavioral objectives in curricular strategies include discussions of independent study, individualized instruction, and instruction for the gifted child. Some specific examples are presented of the use of behavioral objectives in various subject matter areas, such as art, music, English, science, and job training. One section contains essays which examine the role of behavioral objectives in that area of educational technology which encompasses systems development, computer-assisted instruction, and learning packages. The relationship of objectives and curriculum evaluation and the function of goal specification in the evaluation procedure are considered. The concluding section deals with the historical and theoretical background of the behavioral approach, as well as with some of its problem areas. At the end of each section, a bibliography of additional media is provided. (Author/JY)

ED 050 579 EM 008 939
Stifle, Jack
The PLATO IV Architecture.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.; Office of Education (DHEW), Washington, D.C.
Report No—CERL-X-20
Pub Date Apr 71
Contract—OEC-6-10-184
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, *Computer Assisted Instruction, Computers, Computer Storage Devices, *Digital Computers, Electronic Equipment, Information Processing, *Input Output Analysis, *Input Output Devices, Programing, *Telephone Communication Systems
Identifiers—PLATO IV, *Programed Logic for Automated Teaching Operation

The PLATO IV computer-based instructional system consists of a large scale centrally located CDC 6400 computer and a large number of remote student terminals. This is a brief and general description of the proposed input/output hardware necessary to interface the student terminals with the computer's central processing unit (CPU) using available transmission techniques, i.e., dedicated telephone lines and cable television (CATV) lines. The output controller is basically a parallel to serial converter which accepts data from the computer and encodes the data into a form compatible with the requirements of commercial CATV equipment. The input controller scans incoming lines from the terminals for data and controls the flow of that data to the computer. A peripheral processing unit controls the operation of the input controller with external function codes. A keyset multiplexor allows up to 32 PLATO IV terminals to share a common data line to the computer. (Author/JY)

ED 050 580 EM 008 940
Dorsett, Loyd G.
Audio-Visual Teaching Machines.
Pub Date 71
Note—107p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)
Document Not Available from EDRS.
Descriptors—Audio Equipment, *Audiovisual Aids, Autoinstructional Aids, Computer Assisted Instruction, Costs, Educational Specifications, Material Development, *Multimedia Instruction, *Programed Instruction, *Programing, Projection Equipment, Teacher Attitudes, *Teaching Machines

An audiovisual teaching machine (AVTM) presents programed audio and visual material simultaneously to a student and accepts his response. If his response is correct, the machine proceeds with the lesson; if it is incorrect, the machine so indicates and permits another choice (linear) or automatically presents supplementary material (branching). The author feels that the technology for AVTMs is readily available and costs less than that for computer-assisted instruction or for educational television. He offers cost estimates for various AVTM options and suggests that a desirable AVTM would be small, lightweight, quiet, simple to load and operate; would adapt to battery or line power; would accept pushbutton, written, or oral answers; and would use a low-cost program format and sell for less than $100. In his review of programed instruction, he stresses the areas which are most relevant to the AVTM and details the unique features of writing programs for them. He gives practical suggestions for developing an appropriate program format and reviews the pros-and-cons of large screens, moving images, electronic-optical scanning methods, audio learning centers, and the computer-controlled AVTM. In conclusion he examines some of the reasons behind the lack of acceptance of this type of device. (JY)

ED 050 581 EM 008 941
Browne, Donald R.
International Radio Broadcasting: Who Listens?
Minnesota Univ., Minneapolis.
Pub Date 71
Note—36p.; Paper presented at the International Communications Association Annual Conference (Phoenix, Arizona, April 21-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiences, Broadcast Industry, Intercultural Programs, *International Programs, *Listening Habits, Media Research, *Radio, *Research Methodology, Research Needs, Research Problems, Surveys
Identifiers—*Asia, Radio Australia, Radio Japan, Voice of America, Voice of Free China

It is difficult to obtain reliable data on the nature of the audience for international broadcast programs in Asia (e.g., those beamed by the Voice of America or Radio Japan). However, analysis of listener mail and some survey research have provided a fairly clear profile of the audience: young (ages 15-34), well educated, urban, male (but with a fair proportion of female students), fairly affluent, often in "decision-making" or high-prestige positions or occupations. Significant deviations from this profile may appear when a given international station has been clearly audible over the predominant domestic broadcast band (whether short wave or medium wave). Far less is known about how often, to what, and why people listen to interna-

tional services, and even less about how much they comprehend or accept of what they hear. The research methods used to gather data on these audiences have included solicitation of mail by means of contests and "give-aways," requests for comments on programs, and questionnaires. Listener panels are also used. More research is needed to get clear pictures of these audiences and the effects of the broadcasts on them. (JK)

ED 050 582 EM 008 942
Eisele, James E. And Others
Computer Assisted Planning of Curriculum and Instruction; How to Use Computer-Based Resource Units to Individualize Instruction.
Pub Date 71
Note—130p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computers, Course Objectives, Course Organization, Curriculum Development, *Curriculum Planning, Educational Research, Evaluation Criteria, *Individualized Instruction, *Instructional Design, Research Opportunities, *Resource Units, Student Behavior, Teacher Behavior, Teaching Methods, Unit Plan, Units of Study (Subject Fields)
Because of their enormous memory banks, computers can be of great help in planning curriculum and instruction. After a teacher has determined the subject and objectives of a course unit, computers can retrieve a list of resources appropriate to the particular subject matter and to the students (e.g., materials, activities, teaching procedures, and evaluative criteria). These computer-based resource units are also helpful in individualizing instruction. The unique characteristics of computer-assisted planning may also be used to study many other aspects of learning, including teacher and student behavior and the determination of student needs. Complete examples of resource units are provided, as well as the results of some studies which examined the effects of computer-assisted planning on student behavior and on the decisions and instructional behavior of teachers. (JK/MT)

ED 050 583 EM 008 943
Avner, R. A. Tenczar, Paul
The TUTOR Manual.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-CERL-X-4
Pub Date Mar 70
Contract—OEC-6-10-184
Note—194p.; See also User's Memos, EM 008 944, and EM 008 945
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Programs, *Curriculum Development, Display Systems, *Manuals, *Programing Languages
Identifiers—PLATO, Programmed Logic for Automated Teaching Operations, *TUTOR
The TUTOR logic-building language to be used with the PLATO (Programmed Logic for Automated Teaching Operations) system is explained in this manual. TUTOR is designed to transcend the difficulties of FORTRAN for a computer-based educational system utilizing graphical screen displays. The language consists of about seventy words or "commands" which can be used in various combinations to produce the desired effect. It was designed specifically for use by lesson authors lacking prior knowledge of and experience with computers. Although authors are able to write parts of useful lessons after approximately one hour of introduction to TUTOR, the ultimate complexity and flexibility of TUTOR lessons is limited largely by the ingenuity and experience of lesson authors. A sample TUTOR program which allows the student to construct geometric shapes on his television screen demonstrates how a TUTOR lesson appears to the student. A complete description of the structure and elements of the language is presented, as well as a description of methods for inputting lessons and obtaining output. The manual is intended to be used as a textbook by the beginning lesson author and as a reference tool by the experienced TUTOR user. (JY)

ED 050 584 EM 008 944
Avner, R. A.
TUTOR User's Memo Using AUTHOR MODE.
Illinois Univ., Urbana. Computer-Based Education Lab.
Pub Date 1 Jan 71
Note—17p.; See also TUTOR Manual, EM 008 943 and TUTOR Memo, EM 008 945
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Manuals, *Programing Languages
Identifiers—PLATO, Programmed Logic for Automated Teaching Operations, *TUTOR
While a PLATO station is normally used to present lessons (STUDENT MODE), a station can also be used by a teacher to produce or alter lessons or to control lesson presentation (AUTHOR MODE). This memo describes the manner in which student records and lesson material are stored in the computer memory, prescribes the method of entry to AUTHOR MODE, and defines the operations available in the AUTHOR MODE to change or add to lessons and to examine student records. (JY)

ED 050 585 EM 008 945
Avner, R. A.
TUTOR User's Memo; Execution of TUTOR Statements.
Illinois Univ., Urbana. Computer-Based Education Lab.
Pub Date 16 Apr 71
Note—37p.; See also TUTOR Manual, EM 008 943 and TUTOR Memo, EM 008 944
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Manuals, *Programing Languages
Identifiers—PLATO, Programmed Logic for Automated Teaching Operations, *TUTOR
The information in this memo allows the advanced TUTOR author to predict the effect or outcome of any TUTOR statement in a given situation. Each TUTOR lesson consists of an ordered list of TUTOR statements. During use of the lesson, the computer is required to examine portions of this list and to perform operations specified by some or all of the TUTOR statements encountered during this examination. Seven situations are defined which specify all cases in which a statement in a particular part of a lesson might be examined. Statements which are executed during each situation are listed and details of unusual effects or interactions which can be expected are described. TUTOR commands are classified into eight functional annotated categories. A chart shows the TUTOR commands and summarizes the situation under which they are legal. General familiarity with the TUTOR language is assumed. (JY)

ED 050 586 EM 008 946
Van Gigch, John P. Hill, Richard E.
Using Systems Analysis to Implement Cost-Effectiveness and Program Budgeting in Education.
Pub Date 71
Note—54p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($2.95)
Document Not Available from EDRS.
Descriptors—*Budgeting, *Cost Effectiveness, Decision Making, Educational Administration, Educational Objectives, Formative Evaluation, Measurement Goals, Objectives, Program Administration, *Program Budgeting, Program Costs, Program Design, *Program Planning, Resource Allocations, Systems Analysis, *Systems Approach, Systems Concepts
Program budgeting is an effective tool in helping school administrators and faculty to draw up budgets which reflect their own needs and those of their clients. The "systems approach" can be used to draw up a program budget systematically. Part I outlines systems concepts and the systems approach as they can be applied to education. Also, the goal-setting process needed to integrate the objectives of all participants (teachers, administrators, students, parents, community, etc.) in the decision-making process is described. Part II deals with the step-by-step process of developing programs and program alternatives which can be used to compare the value of the various alternatives. These measures can also be used as a basis to apply judgment and to debate the nonquantifiable merits of the program alternatives. The systems approach and its related cousin, program budgeting, are shown to provide a practical methodology for the design of school programs. (Author/JK)

ED 050 587 EM 008 947
Jennings, Ralph M.
How to Protect Citizen Rights in Television and Radio.
United Church of Christ, New York, N.Y.
Pub Date 69
Note—18p.; Revised
Available from—Office of Communication, United Church of Christ, 289 Park Avenue South, New York, N.Y. 10010
Document Not Available from EDRS.
Descriptors—Audiences, Broadcast Industry, *Citizen Participation, *Citizen Role, Commercial Television, Community Action, *Community Influence, *Radio, Social Action, *Television
Identifiers—*Communications Act of 1934, FCC, Federal Communications Commission
The Communications Act of 1934 requires broadcasters to operate their stations "in the public interest, convenience, or necessity." But because broadcasters seek to make a profit and because the Federal Communications Commission (FCC) cannot adequately monitor the thousands of radio and television stations, many stations do not live up to that requirement or to more specific FCC policies. Therefore, it is up to the public to insure that broadcasters are serving the needs of the communities in which they operate. The results of a case against WLBT and WJTV in Jackson, Mississippi, and the effects of an agreement made with KTAL-TV in Texarkana, Texas, illustrate ways that community groups have been able to affect local broadcasting practices. A checklist of questions is provided to help citizens evaluate the broadcasts of their local stations. It suggests ways of helping to keep stations aware of community needs and problems. Also included is a list of national organizations which can help citizen groups make radio and television stations responsive to their communities. (JK)

ED 050 588 EM 008 948
In Defense of Fairness.
United Church of Christ, New York, N.Y.
Spons Agency—American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.; Field Foundation, New York, N.Y.
Pub Date 71
Note—16p.; Prepared by the Office of Communication of the United Church of Christ
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, *Broadcast Industry, *Citizen Participation, Citizen Role, Citizenship Responsibility, Commercial Television, *Community Action, Federal Laws, *Political Issues, *Programing (Broadcast), Radio, Social Action, Television
Identifiers—FCC, Federal Communications Commission, *United Church of Christ
The "Fairness Doctrine" of the Federal Communications Commission (FCC) requires that broadcasters allow ample time for presentation of differing opinions on controversial issues. The Office of Communication of the United Church of Christ acted as a consultant to citizen groups (when requested to do so) in more than 30 communities who believed a local station was not living up to the Fairness Doctrine. This report summarizes action over a two-year period against stations dominated by right-wing broadcasts. The project achieved results in three fields: education about the rights of citizens to determine broadcast content, community organization and action towards this end, and legal defense of the Fairness Doctrine. Greater stringency by the FCC in renewing broadcast licenses is recommended. (JK)

ED 050 589 EM 008 949
Racial Justice in Broadcasting.
United Church of Christ, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 71
Note—15p.; Prepared by the Office of Communication of the United Church of Christ
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, *Broadcast Industry, *Citizen Participation, Citizen Role, Citizenship Responsibility, Commercial Television, Community Action, *Employment Practices,

Federal Laws, Political Issues, Private Agencies, *Programing (Broadcast), *Racial Discrimination, Radio, Social Action, Television
Identifiers—FCC, Federal Communications Commission, *United Church of Christ
In response to allegations of blacks that broadcasting stations, especially in the South, discriminate against their interests, the Office of Communications of the United Church of Christ undertook a two-year project (1968-70) to combat discriminatory practices. The project attacked two widespread practices: non-employment or under-employment of blacks, and failures of stations to give blacks access to the air to provide programs which satisfy their needs and tastes. Community action, through monitoring of stations by citizen groups and threats of legal action in license renewal requests before the FCC, influenced the programming and employment practices of stations to an extent that amounted to significant social change. Cases in Texarkana, Arkansas; Shreveport, Louisiana; Atlanta, Georgia; and Charlotte, North Carolina, are discussed. The Office of Communication expects much greater citizen participation in broadcasting in the immediate future. Of particular concern are the charges that educational stations (again, especially in the south) also fail to give attention to minority programming and employment needs. (JK)

ED 050 590 EM 008 950
Guide to Films (16mm) About the Use of Dangerous Drugs, Narcotics, Alcohol and Tobacco.
Pub Date 71
Note—61p.
Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 ($2.95)
Document Not Available from EDRS.
Descriptors—*Alcohol Education, Alcoholism, Drug Abuse, Drug Addiction, *Films, *Filmstrips, Health, Health Education, Instructional Films, Marihuana, *Narcotics, *Smoking, Stimulants, Tobacco
About 230 films and 60 filmstrips dealing with drugs, narcotics, alcohol, and tobacco are synopsized. Approximately half the listings deal with alcohol, a quarter concern tobacco, and the rest deal with drugs. For each item, the length, year of release, and source where the film of filmstrip may be obtained is listed. The distributors identified in the source list must be consulted on the terms of availability (rental, sale, or free loan) and prices which apply to each film. (JK)

ED 050 591 EM 008 951
Sokol, Alvin P. Sitkewich, Jacqueline Shuler
Editing As a Way of Life.
University City School District, Mo.
Spons Agency—University City School District, Mo.
Pub Date 71
Note—83p.; Inquiry Into Innovations Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, Activity Units, Analytical Criticism, Art Activities, *Communication Skills, *Course Descriptions, *Course Evaluation, Course Objectives, Film Production, Film Study, Learning Activities, *Mass Media, Photocomposition, Photography, *Student Attitudes, Tape Recordings
Identifiers—Editing as a Way of Life
A course titled "Editing As a Way of Life," dealing with communications media, was tried out at the senior high school in University City, Missouri. A total of 38 activities were devised to meet the 16 objectives of the course, which were subsumed under six categories: perception, knowledge, creativity, skills, production techniques, and attitudes. The major portion of this report consists of tables which relate the results of various evaluations of the course including the value students placed on each of the course goals and the extent to which students felt the course met these goals. Student responses are also broken down by variables of sex, race, religion, academic success, and rank in family. The course evaluation was based on only selected aspects of the program for which data could be gathered readily in a short time period. Among the major findings were that students in the program were better able to define terms from the field of communication and media and could use those terms with greater sophistication. Also there was a substantial correlation between the activities students liked most and those from which they thought they learned the most. Students had positive attitudes towards the course. It was concluded that the course was generally successful and could be implemented in other schools. (JK)

ED 050 592 EM 008 952
Computer Club Information Kit for Schools.
Association for Educational Data Systems, Washington, D.C.
Spons Agency—National Education Association, Washington, D.C.
Pub Date [71]
Note—32p.
Available from—The Association for Educational Data Systems, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—After School Activities, *Clubs, *Cocurricular Activities, Computers, *Computer Science Education, *Guides, High School Students, Programing
A computer club can provide a group of high school students with an opportunity to satisfy their curiosity about computers and computer programing. This guide offers suggestions for organizing and running such a club. The objectives of a computer club and the duties of the club's sponsor are outlined. Some activities for the first few meetings are suggested. An elementary discussion of the basic concepts of computers and computer programing is presented along with a set of programing problems which require a rudimentary knowledge of FORTRAN. A bibliography of books about computers and FORTRAN programing and a sample computer club constitution are also included. (JY)

ED 050 593 EM 008 953
Zinn, Karl
Requirements for Programming Languages in Computer-Based Instructional Systems.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—TR-CERI-CT-70.62
Pub Date 5 Mar 70
Note—78p.; Paper presented at the Conference on the Use of Computers in Higher Education (Paris, France, March 19-21, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Evaluation Criteria, Interaction, Intermode Differences, *Performance Criteria, *Performance Specifications, Program Costs, *Programing Languages
The author reviews the instructional programing languages which already exist and describes their methods of presentation, organization, and preparation. He recommends that all research and development projects remain flexible in their choice of programing language for a time yet. He suggests ways to adapt to specific uses and users, to exploit the interactive mode of computer use, and to coordinate language maintenance and system operations with project goals. Drawing on a variety of sources, he lists criteria for examining a language in relation to a given user or goal. He discusses some general effects a language may have on instructional strategies and notes that a computer's record-keeping ability is a great asset in assessing instructional strategies. He feels serious consideration must be given to a means for translating instructional materials and strategies from one institution and system to another. He delineates the limitations placed on a language by its hardware, software, and communication system and warns that time-sharing systems may need larger development resources than instructional researchers can afford. He cites desirable features such as adaptability, economical operation, and documentation which should be considered in designing an instructional system. A glossary is provided. (JY)

ED 050 594 EM 008 954
Corre, Le Jacoud, R.
Computer Assisted Instruction.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No—TR-CERI-CT-70.60
Pub Date 31 Mar 71
Note—73p.; Paper presented at the Conference on the Use of Computers in Higher Education (Paris, France, March 19-21, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology Instruction, Branching, *College Instruction, *Computer Assisted Instruction, Computer Oriented Programs, Computers, Computer Science, English Instruction, *Linguistics, Mathematics Instruction, Physics Instruction, *Programing Languages, *Science Instruction, Undergraduate Study
Identifiers—*Paris Faculty of Science
The Paris Faculty of Science is developing programs in computer-assisted instruction (CAI). Their first goal is to develop "questionnaires" (instructional sequences) administered by teletype machines which check on a student's knowledge in an area and draw his attention to basic concepts, definitions, and theorems in that area. Using an IBM 360/30 computer, the research team has modified the basic hardware system and developed appropriate computer languages and software systems, which are described here. With this equipment, the teaching team has developed questionnaires for CAI in mathematics, physics, biology, and English (linguistics) for college undergraduates. The scope of these programs and steps in producing them are discussed. Revision of these programs is currently taking place. (JK)

ED 050 595 EM 008 955
Guide to Films (16 mm) About Negroes. First Edition.
Pub Date 70
Note—87p.
Available from—Serena Press, 70 Kennedy Street, Alexandria, Virginia 22305 ($3.95)
Document Not Available from EDRS.
Descriptors—*African American Studies, African Culture, African History, Black Community, Black Power, Catalogs, *Civil Rights, *Films, Identification (Psychological), Negro Attitudes, Negro Culture, Negro Education, *Negroes, Negro History, Negro Institutions, Negro Leadership, Negro Literature, Negro Organizations, Racial Segregation, Racism, *Resource Materials, Self Concept, Social Discrimination
Over 740 films (16 mm.) concerning the lives, culture, history, and problems of Black people in the United States and in Africa are listed alphabetically by title in this guide. Each entry includes the running time, a synopsis of the film's content, and a source code and tells whether the film is in black-and-white or in color. The guide includes a subject index and a key to the source codes which provides the names and addresses of film distributors. The films cover a wide variety of subjects including racial discrimination and prejudice; ghetto life; ancient cultures of Africa; the civil rights movement; militancy and Black Power; segregation and desegregation; political, economic, and social developments in Africa; and biographies of such well known Black people as Stokely Charmichael, Huey Newton, and Booker T. Washington. (JY)

ED 050 596 EM 008 956
Guide to Films (16 mm) About Ecology, Adaptation and Pollution.
Pub Date 71
Note—55p.
Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 ($2.95)
Document Not Available from EDRS.
Descriptors—Air Pollution Control, Biological Sciences, Catalogs, Ecological Factors, *Ecology, Environment, Environmental Education, *Films, Instructional Films, Marine Biology, *Natural Sciences, Pesticides, *Pollution, Sanitation Improvement, Water Pollution Control, Zoology
Synopses of 350 films (16 mm.) on ecology, adaptation of plants and animals to their environment, and environmental pollution are listed alphabetically by title in this guide. It specifies whether the film is black-and-white or color, its running time, and its source. An abbreviated subject index and a directory of sources are also provided. The films are available primarily on a sale and/or rental basis, although a few can be obtained on free loan. Some sample titles are: Chain of Life; Animals Protect Themselves; Balance in Nature; Heredity and Adaptive Change; Population Ecology; Effects of Air Pollution; The Garbage Explosion; and Silent Spring of Rachel Carson. (JY)

ED 050 597 EM 008 957
Guide to Foreign-Government Loan Film (16 mm). First Edition, 1969-70.
Pub Date 69

Note—136p.
Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 ($4.95)
Document Not Available from EDRS.
Descriptors—African Culture, African History, Asian History, Catalogs, Chinese Culture, Cultural Education, Culture, European History, *Films, *Foreign Countries, *Foreign Culture, Foreign Language Films, Instructional Films, Islamic Culture, Korean Culture, Latin American Culture, Literature Appreciation, Resource Materials, Sound Films, Spanish Culture, World Geography, *World History, World Literature

More than 3,000 films (16 mm.) available on loan in the United States under the auspices of 66 foreign governments are catalogued. About 1,800 of them may be borrowed at no charge, and the rest at a nominal fee. Many of the listings are simply tourist films, but others deal with the country's history, literature, culture, people, and politics. The films are arranged by country of origin and each is described briefly. The manner of listing varies from country to country: either alphabetically, by subject matter, or by catalog number. Not all films are in English, and for most films, running time is indicated. Addresses where films may be obtained are included. (JK)

ED 050 598 EM 008 958
Goldhamer, Herbert, Ed. *Westrum, Ronald*
The Social Effects of Communication Technology.
Rand Corp., Santa Monica, Calif.
Spons Agency—Russell Sage Foundation, New York, N.Y.
Report No—R-486-RSF
Pub Date May 70
Note—31p.
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406
Document Not Available from EDRS.
Descriptors—Cable Television, Communications, Communication Satellites, Computers, *Computer Science, Crime, Government Role, Mass Media, Media Technology, Microforms, Policy, Political Attitudes, Political Influences, Research Problems, Social Factors, *Social Problems, *Technological Advancement, *Technology, *Telecommunication, Telephone Communication Systems, Television

The principal technological developments that underlie the communication revolution, especially the transistor and the computer, are reviewed in a nontechnical way. A number of devices and communication subsystems, such as cable television, ultramicrofiche, and communication satellites, that make use of these developments are then described, together with the new capabilities that they permit. The main body of the paper discusses some possible social consequences of the communication revolution and indicates some of the policy questions they raise. Social effects are discussed in the fields of education, political behavior, crime, economic life, governmental regulatory action, and the quality of life. For example, schools will provide less and less traditional instruction and instead provide guidance and counseling, work-study programs, and community projects. Also, the physical presence of teachers will be less important as satellite broadcasting spreads. In politics, instant referenda may be held using electronic equipment in the home. Guidelines for research on the social effects of communication technology are provided. (Author)

ED 050 599 EM 008 959
Suppes, Patrick
Computer-Assisted Instruction at Stanford.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National School Public Relations Association, Washington, D.C.
Report No—TR-174
Pub Date 19 May 71
Note—46p.; Psychology and Education Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Adult Vocational Education, Algebra, Arithmetic, College Mathematics, *Computer Assisted Instruction, Computer Oriented Programs, Elementary School Curriculum, Home Study, *Logic, *Mathematics Instruction, Models, Pilot Projects, *Program Descriptions, Reading Instruction, Research Needs, Research Problems, *Research Projects, Russian, Vocational Education
Identifiers—*Institute Mathematical Studies in Social Sciences, Stanford University

Programs for computer-assisted instruction (CAI) which were developed at Stanford University from 1963-70 are described, and prospects for CAI in the 1970's are considered briefly. The programs include ones in arithmetic, logic, and reading for elementary grades and in basic Russian and remedial algebra for college students. Of these, the logic course is most fully described here. Advances in CAI in the coming decade will depend on research on the dialogue and interaction between computer and student, as well as on building an adequate psychological model of the student. By 1980, about 15% of students in the United States on all grade levels will be in daily contact with a computer for some aspect of their instruction, especially in elementary reading and mathematics. Starting in the 1970's and expanding thereafter, computer terminals in homes will provide education for adults in basic skills, vocational training, and advanced courses. (JK)

ED 050 600 EM 008 960
Dordick, H. S. *And Others*
Telecommunications in Urban Development.
Rand Corp., Santa Monica, Calif.
Report No—RM-6069-RC
Pub Date Jul 69
Note—170p.
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406
Document Not Available from EDRS.
Descriptors—Adult Education, Cable Television, Community Agencies (Public), Community Benefits, Community Development, Community Services, *Community Surveys, *Educational Television, Elementary Education, Employment Opportunities, *Ghettos, *Information Dissemination, Information Needs, Information Sources, Multichannel Programing, Pilot Projects, Preschool Education, Program Costs, *Program Proposals, Secondary Education, Telecommunication

A survey was conducted in ghetto areas in Los Angeles and New Orleans to explore the waysin which ghetto residents gain information about public events, social service agencies, and job opportunities. Researchers found that information dissemination in the ghetto communities was a great problem. The mere presence of a social service agency or job information center in a community was not sufficient to insure that their services would be known and used. Ghetto dwellers tended to rely primarily on each other for information. An examination by the National Advisory Commission on Civil Disorders showed that among the media, television was the major source of formal news and rated highest in credibility. A study of the potential and some current uses of television to improve the educational level of children and adults demonstrated that television could be of great help in solving ghetto education problems. Therefore, it was proposed that a pilot project be instituted in South Central Los Angeles which would use a four-channel wired system to televise job information, educational programs, city hall news, and cultural events within the community. Supporting studies, which include a survey of educational television programs aimed at ghetto audiences and a proposed community education center, are appended. (JY)

ED 050 601 EM 008 961
Steinberg, Charles S.
The Communicative Arts: An Introduction to Mass Media.
Pub Date 70
Note—371p.; Studies in Public Communication Series
Available from—Hastings House, Publishers, 10 East 40th Street, New York, N.Y. 10016 ($10.00)
Document Not Available from EDRS.
Descriptors—Books, *Broadcast Industry, Cable Television, Cartoons, *Communication (Thought Transfer), Computer Science, Ethical Values, Films, Government Role, *Information Theory, *Mass Media, News Media, Newspapers, Periodicals, Press Opinion, Publications, Publicize, Public Opinion, Public Television, *Publishing Industry, Radio, Social Problems, Telecommunication, Television, Writing

All areas of mass communication are surveyed. Man's earliest efforts as a communicator are considered, and what is known about the development of speech and writing is explored. Various theories (including mathematical ones) are reviewed which attempt to explain the processes of both personal and mass communication. Separate chapters focus on the book, newspaper, films, magazines, cartoons, radio, television (including public television and community antenna or cable television), the "information industry," and computer technology, as well as advertising and public relations. In each case, the author delves into the medium's history, describes how it functions, and considers its achievements, problems, and potential for good and ill. Finally, the impact of mass communication on public opinion is evaluated, and the issues of freedom, control, and responsibility in mass communication are discussed. (Author/JK)

ED 050 602 52 EM 008 963
Grausnick, Robert *Kottenstette, James P.*
An Investigation of the Environment for Educational Microform Utilization. Phase I, "Student Use of Classroom Microform in Support of a Survey Course." Final Phase Report.
Denver Univ., Colo. Research Inst.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Bureau No—BR-8-0826
Pub Date 30 Apr 71
Contract—OEC-0-8-080826-4648(095)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Books, *Comparative Analysis, Design Needs, Equipment Evaluation, Equipment Utilization, Graduate Study, Information Needs, Instructional Materials, Library Education, *Microfiche, *Microform Readers, Student Attitudes, Supplementary Reading Materials, *Use Studies

The assigned readings for a graduate survey course in information science, including complete books, journal articles, and periodicals, were microformed and made available to 11 students, together with individual microform readers for home use. The microform use patterns and classroom performance of these students was determined and compared with the information acquisition patterns and performance of a control group. Motivation for microform use was derived solely from the convenience aspect of a home microform reader and from the students' perceived value of complete information availability through microforms; hardcopy materials were always available on the same basis as utilized by the control class. The overall student response to the microform system was positive; microforms were used continuously by students over the entire period of the experiment. A conclusive majority said that the home reader and the microfiche materials fulfilled their home study needs. Tests of student performance showed that microform presentation did not interfere with the acquisition of basic factual information. Students criticized the upright screen position which made note-taking difficult, the lack of a consistently clear focus, and inadequate indexing within the microform materials. (Author/JY)

ED 050 603 52 EM 008 964
Kottenstette, James P. *Dailey, K. Anne*
An Investigation of the Environment for Educational Microform Utilization. Phase II. "Student Use of Classroom Microform in Support of a Content Course." Final Phase Report.
Denver Univ., Colo. Research Inst.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Bureau No—BR-8-0826
Pub Date 30 Apr 71
Contract—OEC-0-8-080826-4648(095)
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Books, Comparative Analysis, Design Needs, Equipment Evaluation, *Equipment Utilization, Information Needs, Information Storage, Instructional Materials, Library Equipment, Library Materials, *Microfiche, *Microform Readers, Microforms, Periodicals, *Reading Materials, Student Attitudes, Undergraduate Study, *Use Studies

An undergraduate psychology course which relied on readings instead of textbooks and which required extensive notetaking was the environment for a study of microform utilization. The material for the course was made available in hardcopy and was also reduced 150x onto a 4 x 6 inch microfiche. Four microform readers were made available for on-campus use. The motiva-

tion for sustained use of microforms in preference to hardcopy was the perceived value of the complete information. Microform use patterns were compared with hardcopy use patterns over the 10-week period of the course. The major result was the determination that microforms can be used to support a course which requires that information must be abstracted and retained by the student in order to pass the course, although the additional demands made on some students by the machine presentation were observed to offset the value of the complete information unit, and use of the microform readers by these students terminated. The vertical formatting used to arrange material on the fiche proved to be quite successful. Physical fatigue and eye fatigue were the most common student complaints about the microform readers. It was also determined that a user should have as much control as possible over the environment in which the microform reader is used. (JY)

ED 050 604 EM 008 965
Levitan, Eli L.
An Alphabetical Guide to Motion Picture, Television and Videotape Production.
Pub Date Mar 70
Note—979p.
Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 ($24.95)
Document Not Available from EDRS.
Descriptors—Animation, Audio Equipment, Color Presentation, Commercial Television, Equipment, *Film Production, Films, Guides, Lighting, Photochemical Reactions, Photocomposition, Photographic Equipment, Photography, *Production Techniques, *Reference Books, Sound Effects, Sound Tracks, *Television, Television Commercials, Television Lighting, *Video Tape Recordings

Those engaged in any aspect of the production of motion pictures, television program material, or videotape presentations will find in this guide facts on the materials, equipment, processes, and techniques used in production. The entries are arranged alphabetically and describe, in language which is as non-technical as possible, the processes and methods that are used to produce some of the illusory special effects, as well as those techniques which are the accepted production procedures for standard situations. Hundreds of topics are covered including animation, aspect ratios and wide screen processes, editing, exposure, filters, lenses, lighting, mattes, self-matteing processes, opticals, sound and recording, videotape, and high-speed photography, as well as film types, processes, and techniques. The text is illustrated with a great number of photographs, diagrams, and charts. A subject index arranges the entries into broad categories to assist in locating related topics. (JY)

ED 050 605 EM 008 966
Catalogo De Instruccion Programada. Segunda Edicion. (Catalog of Programed Instruction. Second Edition).
Instituto Nacional de Cooperacion Educativa, Caracas (Venezuela).
Pub Date Mar 71
Note—35p.; Catalog of Programmed Instruction in Spanish language
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, Business Education, *Catalogs, Computer Science, Electronics, Industrial Training, Language Instruction, Mathematics Instruction, Medicine, *Programed Instruction, *Programed Materials, Programed Texts, Public Relations, *Resource Guides, Science Instruction

This second edition of the catalog, published in Spanish, contains information on programed materials and programed courses written in Spanish. The names and addresses of 30 publishing houses, private businesses, and governmental agencies are given in the source list. Over 130 programed courses and texts that are available from these sources in Mexico, Central and South America, and Spain are listed. Subjects covered by the courses include science, languages, medicine, mathematics, music, education, and business. When available, the length of time to complete the course, the number of frames or pages, and the intended instructional level are indicated, and for many, a brief synopsis is supplied. A number of Spanish source articles which contain information on programed instruction are listed, as well as the 19 papers which were presented at the First Argentine Congress on Programed Instruction held in Buenos Aires in July of 1970. (MT)

ED 050 606 EM 008 967
Sheil, Sister Joan
Audiovisual Education Self-Instructional Program.
Marycrest Coll., Davenport, Iowa.
Pub Date 71
Note—41p.; Not available in hardcopy from EDRS
Available from—Marycrest College, Davenport, Iowa 52804 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Audiovisual Instruction, Bulletin Boards, Chalkboards, Charts, Course Content, *Curriculum Guides, Display Panels, Educational Radio, Educational Television, Filmstrips, Graphs, Illustrations, Instructional Materials Centers, *Material Development, Media Selection, Programed Instruction, *Projection Equipment, Slides, Tape Recorders, Transparencies

A set of self-instructional lessons is presented which are designed to acquaint teachers and librarians with the fundamentals of audiovisual education. The use of equipment, as well as the selection, evaluation, and in some cases production of materials, is presented. The lessons consist of instructions for learning activities which include viewing filmstrips and films, listening to tapes, setting up and using audiovisual equipment, and reading selected materials. The lessons cover opaque projection, overhead projection, filmstrip/slide projection, motion picture projection, tape recorders, radio, television, programed instruction, flat pictures, charts and graphs, chalkboard, flannel boards, bulletin boards, and educational materials centers. A list of source material and a directory of publishers or producers of source materials are provided. (JY)

ED 050 607 EM 008 973
Gordon, George N.
Classroom Television: New Frontiers in ITV.
Pub Date 70
Note—248p.; Studies in Media Management series
Available from—Hastings House, Publishers, 10 East 40th Street, New York, N.Y. 10016 ($8.95, paperback, $5.80)
Document Not Available from EDRS.
Descriptors—*Classroom Techniques, Closed Circuit Television, *Instructional Television, Open Circuit Television, Personnel Needs, Photographic Equipment, *Production Techniques, Research Criteria, Scripts, Teaching Guides, Teaching Methods, Televised Instruction, Television Curriculum, Television Lighting, *Television Research, Television Teachers, *Video Equipment, Video Tape Recordings

The author traces the history of instructional television (ITV), concluding that classroom television is little more advanced or accepted than it was in 1950. He suggests that there will be an increasing use of videotaped, pre-recorded, inexpensively produced local television lessons in place of broadcast ITV. The basics of television production are described, with emphasis on the use of simple and practical equipment wherever possible. The pros and cons of open- and closed-circuit transmission and tape electrography are discussed. He distills the past 20 years of experience with ITV and presents a set of general statements about the potential and capabilities of the medium. He attempts to identify what varieties of teaching and learning are possible with ITV. Methods for adapting lessons for ITV presentation and of developing scriots for new lessons are outlined. The author reviews the manpower necessary for ITV production, including technical and production personnel and television teachers, and describes the process of integrating ITV lessons into the classroom curriculum. He takes most television research to task on various grounds and presents his own standards for evaluating and validating television research. A glossary is provided. (JY)

ED 050 608 EM 008 974
Wilkie, Bernard
The Technique of Special Effects in Television.
Pub Date 71
Note—392p.
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($15.00)
Document Not Available from EDRS.
Descriptors—Animation, Costs, Models, Optics, *Photographic Equipment, *Production Techniques, Projection Equipment, Safety, Signs, *Special Effects, *Television, Television Lighting

Television, with its special need for movement and continuous shooting, often demands different special effects techniques from those used in films. This book covers the techniques used to create special effects for television which meet these requirements and which also require less time and money than many film techniques. Included are descriptions of: the preparation and use of special props; dry ice equipment; fire and smoke simulation; pyrotechnics and explosives; bullet and bomb effects; trick guns, knives, and arrows; breakable props and fixtures; chemicals and chemical effects; wind, rain, snow, and fog effects; special lighting effects; optical devices and mirrors; inlay and overlay; scenic projection; high- and low-speed cameras; models and matte shots; demonstration aids; animation and captions; scoreboards and signalling devices; and materials and fabrication methods. The treatment of each subject is detailed and includes full descriptions of equipment, working principles, and type of effect obtained. Special attention is given both to safety measures that are necessary when working with dangerous equipment and to cost control. Many illustrations and diagrams are provided. (JY)

ED 050 609 24 EM 008 986
Shapiro, Gilbert
Programming for the Facile Use of the I.B.M. 360 Computer As a Laboratory Instrument in the Social Sciences. Final Report.
Pittsburgh Univ., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-A-009
Pub Date Aug 70
Grant—OEG-1-8-08A009-0037-057
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Mathematics, Computer Assisted Instruction, *Computer Programs, *Electronic Data Processing, Programing Languages, *Social Sciences, Statistical Analysis, *Statistics

A system was envisioned which would enable the graduate-level social science student to use a computer to construct statistical procedures according to theoretically significant formulas, rather than to provide output in the most efficient manner. It was hoped that this system would allow the student to spend more time learning to manipulate statistical data and less time learning to program the computer. Thus far, a number of sub-routines have been programed which provide simulated data and which allow the user to modify this data and to construct standard research statistical techniques. Some work has been done on a control program which will consist of a series of "pre-compiler" statements to be incorporated automatically into student programs. This control program will provide the technical "overhead" programing and relieve the student of the technical concerns. This report stipulates the design criteria and the programing strategy for the system. It describes briefly the procedures already compiled and the present state of the control program. A proposal for future work to complete the system is presented. (JY)

FL

ED 050 610 FL 001 401
Dunatov, Rasio
Palatalized and Palatal—A Definition.
American Association of Teachers of Slavic and East European Languages.
Pub Date 63
Note—4p.
Journal Cit—Slavic and East European Journal; v7 n4 p401-404 1963
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Speech), *Consonants, *Distinctive Features, *Language Clas-

sification, *Phonetic Analysis, Phonetics, *Russian, Slavic Languages, Speech

The reappearance of an old controversy on how best to analyze the Russian palatalized consonants prompts the author of this article to define the words "palatalization" and "palatal." Contrastive examples clarify phonetic terminology including the classifications of "labial voiced and voiceless palatalized stops," "labial voiced and voiceless palatalized spirants," and the notion of "plain and palatalized palatals." Professor Bidwell's article, "An Alternative Phonemic Analysis of Russian," is critically reviewed, and remarks by Professor Stankiewicz concerning the article are included. (RL)

ED 050 611 FL 001 409

Costello, D. P.

The Conjunction "poka".

American Association of Teachers of Slavic and East European Languages.

Pub Date 62

Note—6p.

Journal Cit—Slavic and East European Journal; v6 n3 p253-258 1962

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Contrastive Linguistics, Etymology, Form Classes (Languages), *Function Words, Grammar, Language Instruction, Language Research, Morphology (Languages), *Russian, Surface Structure, *Syntax

A detailed view of the various uses in Russian of the conjunction "poka" is developed in this article. Frequent examples illustrate clausal relationships, negative constructions, aspect, and tense in typical "poka" constructions. The principal function of "poka" is related to the linguistic concept of simultaneity, and the standard dictionary definitions of the conjunction are reviewed. (RL)

ED 050 612 FL 001 421

Plaskacz, Bohdan

Is the Russian /y/ an Allophone of /i/?

West Virginia Univ., Morgantown.

Pub Date 63

Note—5p.; In West Virginia University Philological Papers, v14 p102-106 1963

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Acoustic Phonetics, *Articulation (Speech), *Distinctive Features, Language Patterns, Linguistic Patterns, *Phonemes, Phonemics, Phonology, *Russian, Speech, Structural Linguistics, *Vowels

Reasons for the structural or functional classification of the Russian /y/ as an allophone of /i/ are explained in this article. Theory countering this classification, proposed by L.V. Scherba and L.R. Zinder, is also presented. Additionally, comments by Kenneth Pike support the author's criticism of the structuralist approach to the problem. (RL)

ED 050 613 FL 001 802

Jacobsson, Gunnar

The Slavic Active Participles: Original Structure and Interference.

Pub Date 63

Note—16p.; Offprint from Scando-Slavica, v9 p123-38 1963

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adjectives, Contrastive Linguistics, *Diachronic Linguistics, *Form Classes (Languages), Grammar, Greek, Indo European Languages, *Phonemics, Russian, *Slavic Languages, *Verbs

A revival of interest in the Slavic participles "-nt-" and "-us-," particularly in their development into gerunds, prompts the author to question whether the forms are to be regarded as nominal or verbal forms in their linguistic classification. The historical problem of linguistic interference in the evolution of the Slavic "-nt-" and "-us-" participles with reference to the interference exerted by Greek on Old Church Slavonic is dealt with in this study in the light of far-reaching consequences of such interference in both Church Slavonic and in modern languages, particularly in Russian. Comparative study involving various languages leads the author to conclude that the "-nt-" and "-us-" found so frequently in Old Church Slavonic are adjectives with pronounced verbality inherited from Indo-European and that it is this verbality which makes participles of them. Extensive morphophonemic documentation supports this article. (RL)

ED 050 614 FL 001 860

The Teaching and Testing of Chinese in American Colleges, Universities, and Institutes: Conference Reports Numbers I and II.

Pub Date Nov 60

Note—30p.

Journal Cit—FL Bulletin; n60 Nov 1959, n63 Nov 1960

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Chinese, Chinese Culture, *Colleges, Conference Reports, Cultural Education, Curriculum, *Curriculum Development, Educational Planning, Instructional Materials, *Language Instruction, Language Programs, Modern Languages, National Surveys, Non Western Civilization, *School Surveys

These conference reports present a broad picture of the status of Chinese language instruction during the early 1960's and express concern for the development of introductory curriculum and expansion of existing programs at the college level. Aspects of curriculum development which are discussed include: (1) future needs and objectives of Chinese teaching, (2) basic goals of first year courses, (3) problem of characters, (4) class-hour schedules, (5) field work and experience in Chinese, (6) difficulties caused by terminology, (7) tests, and (8) texts and teaching materials. A survey by state and school of existing Chinese language programs in colleges and universities is included. The role of the Office of Education in supporting the study of neglected languages is discussed. The principal objectives of the second conference were to review the results of Professor John B. Carroll's Chinese language tests; to discuss further possible methods and materials for standardizing and improving the teaching of Chinese; and to recommend organizational steps to be taken to consolidate and perpetuate the interest in professionalizing the teaching of the Chinese language in the United States of America. (RL)

ED 050 615 FL 001 968

Valencia, Atilano A.

The Relative Effectiveness of Three Video Oral English Instructional Conditions for Illiterate or Undereducated Non-English Speaking Adults, Spanish Speaking Adults. A Report of Statistical Findings and Recommendations Based on a Field Testing Study.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Contract—OEC-4-062827-3078

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Educational Television, *English (Second Language), *Field Studies, Instructional Films, Instructional Materials, *Language Instruction, *Program Evaluation, Spanish Speaking, Teaching Methods, *Televised Instruction, Testing, Video Tape Recordings

The instructional effectiveness of videotaped instruction in basic oral English to non-English speaking, adult speakers of Spanish is the focus of this report. A field testing program involving subjects who had been exposed to the films developed by the Southwestern Cooperative Educational Laboratory ascertains the effectiveness of the lessons in each of the films in terms of predetermined behavioral objectives. Three testing conditions were envisaged and are examined in this study: a classroom condition with video exposure only; a classroom condition with video exposure and followup drills by an instructor; and a home condition with video exposure only. This four-part report covers: (1) principal features of the field testing program, (2) criterion variables and statistical design, (3) statistical analysis and findings, and (4) summary, conclusions, and recommendations. Appendixes contain a sample field testing instrument and various statistical tables. (RL)

ED 050 616 FL 001 970

Smietana, Walter Maciuszko, Jerzy J.

An Exploratory Survey of the Accreditation and Certification of Polish Language Teaching in the United States.

Alliance Coll., Cambridge Springs, Pa.

Pub Date 12 Jul 70

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Accreditation (Institutions), Certification, Educational Certificates, *Language Instruction, *Modern Languages, *National Surveys, *Polish, Secondary School Teachers, Slavic Languages, State Standards, Teacher Background, *Teacher Certification, Teacher Qualifications

This exploratory survey of accreditation and certification of teachers of Polish in public schools also provides information on the number and location of accredited public secondary schools offering Polish language study in the curriculum and the number of institutions of higher learning conducting accredited or approved teacher education programs leading to certification for teaching the Polish language. Principal chapters include: (1) introductory remarks; (2) research methods and procedures; (3) findings, conclusions, and recommendations; and (4) strategies for the development and diffusion of Polish language resources in the United States. Appendixes contain analysis and evaluation of accreditation and certification reports, survey instruments, and a list of individual survey respondents. (RL)

ED 050 617 FL 002 067

Heffernan-Cabrera, Patricia And Others

Visual Literacy: A Child-Centered Reading Program.

Pub Date [24 Oct 70]

Note—13p.; Paper presented at the San Diego Foreign Language Teachers Conference, October 24, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Skills, Educational Innovation, *English (Second Language), English Instruction, *Films, Film Study, Mass Media, Non English Speaking, *Nonverbal Communication, Reading Development, Second Language Learning, Student Motivation, *Teaching Methods, Teaching Skills

The underlying theory of the Teacher Corps Rural-Migrant programs in visual literacy is developed in this paper. The primary objective of teaching communication skills to non-native speakers of English through the use of motion picture cameras is detailed in discussion of how visual literacy motivates students and improves curriculum development. The types of activities incorporated into an educational experiment at the Yettem School indicate the interrelatedness between the traditional communication skills and the more innovative approach to the development of those skills through film. Elements of the program described include: (1) visual vistas--single framing, (2) multiple-frame experiences, (3) slide presentations, (4) motion pictures, (5) visual-verbal textbooks, (6) field trips, and (7) selecting a subject. (RL)

ED 050 618 FL 002 163

Nemser, William

An Experimental Study of Phonological Interference in the English of Hungarians.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—American Council of Learned Societies, New York, N.Y.

Pub Date 71

Note—191p.; Revision of a dissertation submitted at Columbia University, 1961

Available from—Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 ($8.50)

Document Not Available from EDRS.

Descriptors—*American English, Contrastive Linguistics, Discourse Analysis, *Distinctive Features, Finno Ugric Languages, *Hungarian, *Interference (Language Learning), Language Research, *Phonemes, Second Language Learning, Speech Evaluation, Speech Habits, Structural Analysis, Synchronic Linguistics

An investigation of instances of phonological contact between Hungarian and American English concerns the perception and production of English interdental fricatives and English stops, in a representative selection of contexts, by native speakers of Hungarian. Implications of structural differences between the stop and fricative subsystems of the two languages are investigated through the administration of tests to Hungarians of limited proficiency in English. These tests are designed to ascertain the perceptual and productive interpretation by these subjects of a distinction present in English but lacking in Hungarian, namely, the tense-lax feature of the stops and interdentals, and of a phoneme pair--the inter-

dentals--also present only in English. An extensive introductory chapter reviews the scope and investigative procedure of the study, prior and current research, and technical considerations. Consideration of perception, production, and identification in the research constitutes the major concern of the chapters on interdental fricatives and stops. The conclusion discusses contact theory, the factual findings, and theoretical implications of the study. A selected bibliography is included. (Author/RL)

ED 050 619 FL 002 195
Nixon, St. John B.
The Role of the Foreign Language Programme: A Definition of Ends and Means.
Pub Date Aug 68
Note—8p.
Journal Cit—Kwartaalbericht Stichting Nijenrode; v10 n38 p34-41 Aug 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Methods, *Business Education, Business Skills, *College Language Programs, Colleges, Curriculum Design, *Intensive Language Courses, International Education, *Language Instruction, *Modern Languages, Second Language Learning, Teaching Methods
Identifiers—*Netherlands
Language instruction for business students at Nijenrode College, Holland, is the focus of this article. The basic philosophy and development of the program currently offered are aimed at improving better coordination among departments in order to provide students with an integrated set of faculties which will qualify them to perform the functions of international business successfully. The author describes the role of language as viewed at the school, languages taught, teaching methods, and audiovisual instruction in the language laboratory. (RL)

ED 050 620 32 FL 002 196
Robinett, Ralph F. And Others
Interdisciplinary Oral Language Guide-Primary One. Part Four: Lessons 121-160. Michigan Oral Language Series.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Michigan State Dept. of Education, Lansing.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—261p.; ACTFL Edition
Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (D504, $6.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bilingual Education, Bilingual Students, Concept Formation, Cross Cultural Training, *English (Second Language), *Grade 1, *Instructional Materials, *Interdisciplinary Approach, Language Arts, Language Instruction, Lesson Plans, Minority Group Children, Modern Languages, Nonstandard Dialects, Second Language Learning, *Spanish, Standard Spoken Usage
This language program guide is designed for teachers of primary age Spanish-background children who have limited control of standard English, the oral language necessary for success in the usual school environment. The materials included comprise Part Four of the "Primary One Guide." The conceptual content for the 40 lessons is drawn principally from three areas: (1) social science, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. There is a Spanish support activity for each lesson which introduces the conceptual content in the first language. Five review and five evaluation lessons are contained in the guide. An extensive art supplement and a word list covering lessons 1-160 are included. For a companion document see ED 039 815. (RL)

ED 050 621 24 FL 002 197
Arellano, Sonya I. Draper, Jean E.
Relationship Between Musical Aptitudes and Second-Language Learning. Final Report.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-D-057
Pub Date May 70
Grant—OEG-4-8-080057-0047-057
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acoustics, Aptitude Tests, Articulation (Speech), Basic Skills, *Educational Experiments, Language Fluency, Language Patterns, Language Rhythm, Language Skills, *Linguistic Performance, Listening Comprehension, *Music Theory, Pronunciation, *Second Language Learning, *Spanish, Speech Skills, Verbal Ability
This study explores the relationships between a child's discriminatory abilities in the areas of pitch, intensity, rhythm, timbre, and tonal memory and his capacity to comprehend and speak the Spanish language. The Spanish accent is analyzed on the basis of intonation, stress, sinalepha, and phone production. These factors were tested both in isolated words and on contextual material intended to approximate the conditions of free speech. Comprehension was evaluated by means of an objective, multiple-choice listening test. The results of the investigation indicate a strong relationship between discriminatory musical abilities in pitch, intensity, rhythm, timbre, and tonal memory and in achievement of a Spanish accent. The methods, findings and analysis, and discussions and conclusions of the experiment are described in this report. Frequent use is made of statistical data in numerous tables. A bibliography and sample test materials are provided. (Author/RL)

ED 050 622 FL 002 198
Natunewicz, Chester F.
Ancient Civilization in Contemporary Contexts.
Pub Date 27 Apr 71
Note—12p.; Speech deliv. at the 64th Annual Meeting of the Classical Association of the Atlantic States, Baltimore, Md., 27 April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Authors, *Classical Languages, Community Cooperation, Community Relations, *Latin, *Radio, *Student Motivation, Techniques
The development of more than 325 short radio talks, designed to inform the general public, on the relevance and contemporaneity of classical civilization to our times, is discussed in this address. Materials are derived from a wide range of sources and include such writers as Cicero, Plautus, Horace, Ovid, Quintillian, Aeschylus, and Plutarch. Comment is made on how these materials can be used to improve student attitudes toward the study of Latin. (RL)

ED 050 623 FL 002 199
Subramoniam, V. I., Ed.
Papers Relating to the Experimental Course in a South Indian Language.
University of Kerala, Trivandrum (India).
Pub Date 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dialects, *Indians, Indo European Languages, *Intensive Language Courses, *Language Instruction, Linguistic Theory, Modern Languages, Teaching Methods, Universities
Identifiers—*India, Intensive Kannada Course
Faced with a multitude of internal problems caused by the large number of languages and language dialects in India, linguists discuss ways and means by which language instruction might be improved. An intensive language course given at Kerala is described in several addresses and in short articles on language theory. Commentary on all aspects of the course is included. (RL)

ED 050 624 48 FL 002 200
Mansoor, Menahem, Ed. And Others
Modern Hebrew Literature Reader for Advanced Students: Volume 1, Texts and General Vocabulary.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1385
Pub Date 71
Contract—OEC-3-6-061385-1631
Note—436p.
Available from—KTAV Publishing House, Inc., 120 East Broadway, New York, N.Y., 10002 ($7.95)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Anthologies, Colleges, *Hebrew, *Language Instruction, Literary Perspective, Literary Styles, *Literature, Modern Languages, Second Language Learning, Semitic Languages, Uncommonly Taught Languages, Vocabulary
Identifiers—*Israel
Volume One of a two-volume reader in modern Hebrew literature containing 30 units with selections from modern classical literature assumes the student's mastery of the basic elements of Hebrew grammar, syntax, and vocabulary. The selection is largely representative from a period prior to the establishment of the State of Israel and range from Mendele M. Sefarim to H. Hazaz. Major emphasis in the series is placed upon development of vocabulary and appreciation of style. This volume contains tests and exercises for vocabulary development and a cumulative Hebrew-English dictionary. For the companion document see FL 002 201. (RL)

ED 050 625 48 FL 002 201
Mansoor, Menahem, Ed. And Others
Modern Hebrew Literature Reader for Advanced Students: Volume 2, Explanatory Notes and Exercises.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1385
Pub Date 71
Contract—OEC-3-6-061385-1631
Note—710p.
Available from—KTAV Publishing House, Inc., 120 East Broadway, New York, N.Y., 10002 ($6.95)
EDRS Price MF-$0.65 HC-$26.32
Descriptors—*Anthologies, Colleges, *Hebrew, *Language Instruction, Literary Perspective, Literary Styles, *Literature, Modern Languages, Second Language Learning, Semitic Languages, Uncommonly Taught Languages, Vocabulary
Identifiers—*Israel
This volume, second of a two-volume reader in modern Hebrew literature containing 30 units with selections from modern classical literature assumes the student's mastery of the basic elements of Hebrew grammar, syntax, and vocabulary. The selections are largely representative of the period prior to 1948, the date of the establishment of the State of Israel, and range from the writings of Mendele M. Sefarim to H. Hazaz. Major emphasis in the series is placed upon development of vocabulary and appreciation of style. This volume contains explanatory notes and vocabulary notes for the readings. For the companion document see FL 002 200. (RL)

ED 050 626 FL 002 202
Lee, Pickering Chang-shou
Syllabus for Use in Mandarin Chinese Language IV.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—18p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Audiolingual Methods, Chinese, Chinese Culture, Cultural Education, *Curriculum Guides, Instructional Materials, *Language Instruction, Language Programs, *Mandarin Chinese, *Modern Languages, Non Western Civilization, Program Development, *Secondary Schools, Sino Tibetan Languages
This syllabus for teachers of the fourth year of a course in Mandarin Chinese is based on the texts "Intermediate Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the third year focus on increasing translation skills; developing an understanding of Communist China; and expanding recognition of Chinese characters by 1200 new characters. The emphasis in basic skills development is placed on reading and writing. Seventeen units are outlined with sections on Chinese culture included. The cultural materials stress the study of modern history in Communist China, focusing on cultural developments from 1949 through 1969. For the companion documents see FL 002 203, FL 002 204, and FL 002 205. (RL)

ED 050 627 FL 002 203
Lee, Pickering Chang-shou
Syllabus for Use in Mandarin Chinese Language III.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70

Note—21p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Audiolingual Methods, Chinese, Chinese Culture, Cultural Education, *Curriculum Guides, Instructional Materials, *Language Instruction, Language Programs, *Mandarin Chinese, *Modern Languages, Non Western Civilization, Program Development, *Secondary Schools, Sino Tibetan Languages

This syllabus for teachers of the third year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the third year focus on increasing listening comprehension, improving conversational ability, composition skills, and extensive character recognition. This course emphasizes reading skill and translation ability while coordinating audiolingual activities with reading development. Seventeen units are outlined with sections on Chinese culture to be coordinated with the basic classroom instruction. For the companion documents see FL 002 202, FL 002 204, and FL 002 205. (RL)

ED 050 628 FL 002 204
Lee, Pickering Chang-shou
Syllabus for Use in Mandarin Chinese Language I.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—27p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Audiolingual Methods, Chinese, Chinese Culture, Cultural Education, *Curriculum Guides, Instructional Materials, *Language Instruction, Language Programs, *Mandarin Chinese, *Modern Languages, Non Western Civilization, Program Development, *Secondary Schools, Sino Tibetan Languages

This syllabus for teachers of the first year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the audiolingual course cover aspects of Chinese phonology, basic sentence patterns, 200 characters, syntax, reading, writing, listening comprehension, and speaking skills. Seventeen units to be covered in the first year are outlined in the syllabus. The study of Chinese culture is to be integrated with the units and cultural materials are provided. For companion documents see FL 002 202, FL 002 203, and FL 002 205. (RL)

ED 050 629 FL 002 205
Lee, Pickering Chang-shou
Syllabus for Use in Mandarin Chinese Language II.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—23p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Audiolingual Methods, Chinese, Chinese Culture, Cultural Education, *Curriculum Guides, Instructional Materials, *Language Instruction, Language Programs, *Mandarin Chinese, *Modern Languages, Non Western Civilization, Program Development, *Secondary Schools, Sino Tibetan Languages

This syllabus for teachers of the second year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the audiolingual course cover Chinese grammar, additional Chinese characters, syntax, and phonology. Emphasis is placed on development of reading and writing skills. Seventeen units are outlined in the syllabus, and extensive additional material on the Chinese culture is included. For the companion documents see FL 002 202, FL 002 203, and FL 002 204. (RL)

ED 050 630 FL 002 206
Cernonok, Jevgenij
Syllabus for Use in Russian Language I.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—31p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Cultural Education, *Curriculum Guides, *Educational Objectives, Grammar, Instructional Materials, *Language Instruction, Modern Languages, *Russian, *Secondary Education, Teaching Methods, Vocabulary

The first of three syllabuses for a three-year Russian course designed for students beginning in grade 9 outlines general objectives of the program and of the 15 lessons which comprise the first year's instruction. The lessons are organized around reading exercises which focus on development of common expressions, vocabulary, and grammar. For the companion documents see FL 002 207 and FL 002 208. (RL)

ED 050 631 FL 002 207
Cernonok, Jevgenij
Syllabus for Use in Russian Language II.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—26p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Cultural Education, *Curriculum Guides, *Educational Objectives, Grammar, Instructional Materials, *Language Instruction, Modern Languages, *Russian, *Secondary Education, Teaching Methods, Vocabulary

The second of three syllabuses for a three-year Russian course designed for students in secondary school outlines general objectives of the program and lessons 16 through 30. The approach to the second year course emphasizes language development through the use of the dialogue, vocabulary expansion, and structure drills. Principal objectives include vocabulary acquisition of 700 to 900 words and 120 idioms and common expressions, emphasis on learning the imperfective aspect of Russian verbs, and cultural aspects of Russian life. For the companion documents see FL 002 206 and FL 002 208. (RL)

ED 050 632 FL 002 208
Cernonok, Jevgenij
Syllabus for Use in Russian Language III.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—18p.; Prepared by the Chinese-Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Cultural Education, *Curriculum Guides, *Educational Objectives, Grammar, Instructional Materials, *Language Instruction, Modern Languages, *Russian, *Secondary Education, Teaching Methods, Vocabulary

This final syllabus for a three-year Russian course designed for students at the secondary school level outlines general objectives of the program and of the year's 12 lessons. Major objectives of the third year emphasize expansion of conversational ability, expansion of vocabulary and idioms, grammar review, and culture study. Materials to be used in the course are listed. For the companion documents see FL 002 206 and FL 002 207. (RL)

ED 050 633 FL 002 209
Moore, Merriam M.
"Mini-Course" Curriculum for German IV and German V.
Ridgefield High School, Conn.
Pub Date Jun 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Cultural Education, *Curriculum Guides, *German, Individualized Instruction, *Language Instruction, *Modern Languages, Secondary Schools, *Short Courses, Teaching Guides

Outlines for six "mini-courses" for German 4 and 5 are presented in this teacher's guide. Eligible students are permitted to select four of the six, 10-week courses for a full year's academic credit. The courses include: (1) German for travelers, (2) German-speaking lands and America, (3) introduction to scientific German, (4) the German-speaking world: its history and culture, (5) survey of German literature, and (6) recent German, Swiss, and Austrian literature. All courses are taught in German, and textbooks, supplementary materials, and procedures are suggested. (RL)

ED 050 634 FL 002 210
McSpadden, George E. And Others
Why Require the Study of Foreign Languages and Literatures?
Pub Date 71
Note—7p.
Journal Cit—South Carolina Foreign Language Teacher; v1 n1 p8-14 Spring 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Degree Requirements, Instructional Program Divisions, *Language Instruction, Literature, *Modern Languages, *Motivation, Student Interests, *Student Motivation, Student Needs

Noting that seven-eights of the world's population does not speak English, the author cites reasons for requiring that students study languages and literature. He observes that if American students are to serve in the world effectively, they must be prepared for such service. Particularly emphasized in the author's reasoning is the notion that monolinguality and monocultural isolation leads to personal underdevelopment. (RL)

ED 050 635 FL 002 211
Altman, Howard B.
Toward a Definition of Individualized Foreign Language Instruction.
Pub Date 24 Apr 71
Note—4p.; Abstracts of papers pres. at the Seminar on Programmed Language Instruction: Individuated Instruction, 1971 University of Kentucky Foreign Language Conference
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Individualized Instruction, *Instructional Program Divisions, *Language Instruction, Mass Instruction, *Modern Languages, *Psychological Needs, Teaching Methods

Abstracts of three papers on individuated instruction center on the need for a redefinition of terminology and continued research of its implications in the teaching of foreign languages. The abstracted papers include: (1) Howard Altman's "Toward A Definition of Individualized Instruction," (2) Barbara Gordon's "The Speech Community of the School and Individualized Instruction," and (3) Leon Jakobovits' "Compensatory Foreign Language Instruction." (RL)

ED 050 636 FL 002 212
Bunge, Gerard
Why Study French?
Spons Agency—Uta French Airlines, New York, N.Y.
Pub Date [71]
Note—5p.; Brochure
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Counseling, *French, Guidelines, Instructional Program Divisions, *Language Instruction, *Modern Languages, Relevance (Education), Second Language Learning, *Student Motivation

This brochure for parents and prospective students of French points out career opportunities available to qualified speakers of French. Suggestions concerning student eligibility and the time requirements of language programs are also offered. (RL)

ED 050 637 FL 002 213
Teitelbaum, Sidney L.
Foreign Language Practices: A Decade of Change? Fifth Annual Survey.
Foreign Language Association of Chairmen and Supervisors, Long Island, N.Y.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, Educational Policy, Enrollment Trends, Innovation, *Language Instruction, Language Laboratories, Language Programs, *Modern Languages, *School Surveys, *Secondary Schools, Teacher Attitudes
Identifiers—Regents Examinations

This survey of language programs and language departments, based on questionnaires received from 53 school districts, focuses on general changes which have occurred in the past decade in the field of language instruction and current

attitudes of administrators toward those changes. Questions raised in the report survey district positions toward the use of the New York State State Regent's examinations in foreign languages, language laboratories, innovative language courses, foreign language enrollment, media centers, administrative salaries, and department chairman work assignments. (RL)

ED 050 638 FL 002 215
Glaude, Paul M. And Others
Latin for Secondary Schools.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.; New York State Univ. System, Albany.
Pub Date 71
Note—157p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, N.Y. 12224 (MF only; gratis)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Articulation (Program), Basic Skills, Classical Languages, Cultural Education, *Curriculum Guides, Educational Objectives, Instructional Materials, *Instructional Program Divisions, *Language Instruction, Language Learning Levels, *Latin, Reading Skills, Secondary Schools, Syntax, Teaching Guides, Vocabulary Development
This updated Latin syllabus provides a framework for imparting an understanding of the Ancient World, more particularly of Roman civilization with its Grecian overtones, primarily through the development of reading skills. A chronological-historical approach has been chosen for the course of study from level 1 through level 5 courses of instruction. Thematically, the literature selected reflects the evolution of Rome from an unknown, insignificant farm village into a teeming metropolis and prestigious world power. The syllabus correlates introductory remarks, content and reading selections, topical references, morphology and syntax, basic sentence patterns, and teacher's notes. A guide for Latin in grades 7 and 8 and a "Latin Heritage Course" are included. Suggestions for the teacher concerning teaching methods, word study, vocabulary, audiovisual materials, language laboratory, programed learning, and selected reading materials conclude the major section of the syllabus. A bibliography and a sample unit for level 1 on Roman education are provided. (RL)

ED 050 639 FL 002 216
Smith, Alfred N.
Motivation.
Pub Date 71
Note—8p.; Speech deliv. at the Ellensburg Spring Conference of the Washington Foreign Language Teachers Association, 14 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Anxiety, Aptitude, Individualized Instruction, Instructional Program Divisions, Language Instruction, *Modern Languages, *Motivation, Relevance (Education), *Second Language Learning, *Student Attitudes, Student Interests, Student Needs, *Teacher Attitudes
The concept of "motivation" is examined in this article in terms of anxiety levels and anxiety reduction. Three major factors bearing upon the degree to which students are motivated toward the study of foreign languages are personal interest, attitude, and ability. Dr. Smith urges more individualized instruction and personalized student evaluation in order to take into account the social and psychological needs of the student as an individual. He discusses how student attitudes can be assessed with Leon Jakobovits' "Foreign Language Questionnaire," available from the Modern Language Association's Materials Center. A broadening of the language curriculum is also recommended to improve student motivation. (RL)

ED 050 640 FL 002 218
Lubera, Gene T. And Others
Course of Study for Modern Foreign Language [Spanish, French, German] and Latin: Grades 6-12.
Middletown City School District, Ohio.
Pub Date 70
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiolingual Methods, Basic Skills, Bibliographies, Course Content, Course Objectives, Cultural Education, Educational Objectives, French, German, *Instructional Program Divisions, *Language Instruction, Latin, *Modern Languages, Spanish, *Teaching Guides
General guidelines for teachers of modern languages emphasize the development of understanding, speaking, reading, writing skills, and of appreciation of the culture being studied. The guide presents: (1) instructional objectives of each course ranging from introductory courses through level 5 in French, German, Spanish, and Latin; (2) outlines of course content; and (3) suggested materials needed to carry out an effective program. A selected bibliography for teachers includes a listing of materials for use by guidance personnel or teachers. Helpful advice on improving teaching methods is presented in a list of "Do's and Don't's" for teachers. (RL)

ED 050 641 FL 002 219
Navon, Anita
Research Materials for Slavists: U.S. Government Sources.
Association of Research Libraries, Washington, D.C.
Pub Date 70
Note—25p.; Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, Educational Research, Federal Government, *Government Publications, *Information Sources, *Publications, Research Reviews (Publications), *Resource Guides, Resource Materials, *Slavic Languages
This report identifies sources of research materials of interest to Slavic scholars and librarians. The works are largely of a noncommercial nature and are produced by governmental agencies. Publications cover a broad field of subjects and vary considerably in type and depth of treatment. Part 1 describes the contributing agencies while the second section provides information on special materials produced by these offices. The materials described are normally not classified in standard indexes or bibliographies. (RL)

ED 050 642 FL 002 220
Santmyers, Muriel H.
French II: Terminal Course. A Summer Curriculum Project.
Springfield School District, Pa.
Pub Date 70
Note—20p.
EDRS Price MF-$0.63 HC-$3.29
Descriptors—Course Content, Course Organization, *Curriculum Guides, *French, *Language Instruction, *Modern Languages, *Program Content, Secondary Schools, Teaching Guides
A two-semester terminal course in French, based on a text entitled "Cours Elementaire" by Dale and Dale, is articulated in this curriculum guide. The purpose of the course, which is designed for students who are not interested in completing a three- or four-year program, course content, general plan, and teaching strategies are examined. A plan for report periods and optional reading lists for oral reports are included. (RL)

ED 050 643 FL 002 221
Gotwols, Harold R.
Spanish II-R: Terminal Course. A Summer Curriculum Project.
Springfield School District, Pa.
Pub Date 70
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Development, *Curriculum Guides, *Grammar Translation Method, Instructional Materials, Language Instruction, Lesson Plans, *Modern Languages, Program Development, *Secondary Schools, *Spanish, Teaching Guides
This curriculum guide for teachers of a terminal, second-year Spanish course is designed to enable students to meet the minimum standards set by colleges and universities. Eight units of instructional materials emphasize the development of a formalized understanding of grammar, and translation is utilized extensively to achieve this objective. The correlation of Spanish and English is urged throughout. The final section concludes with short reading selections accompanied by questions and vocabulary lists. (RL)

ED 050 644 FL 002 222
Johnson, Dale D.
Factors Related to the Pronunciation of Vowel Clusters.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-149
Pub Date Sep 70
Contract—OEC-5-10-154
Note—214p.; Doctoral dissertation, report from the Project on Basic Pre-Reading Skills: Identification and Improvement
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Acoustic Phonetics, Articulation (Speech), Artificial Speech, *Child Language, *Language Development, *Language Research, Phonemes, Phonetics, *Pronunciation, Speech Evaluation, Speech Habits, *Vowels
This research report examines the pronunciation that children give to synthetic words containing vowel-cluster spellings and analyzes the observed pronunciations in relation to common English words containing the same vowel clusters. The pronunciations associated with vowel-cluster spellings are among the most unpredictable letter-sound correspondences in English. More than 425 elementary school pupils in Wisconsin schools were administered a 100-item, multiple-choice test of 90 synthetic words containing vowel clusters ("ai," "au," "ay," "ea," "ie," "oa," and "ow") and 10 additional check items. Results and conclusions discuss the relationship of vowel cluster pronunciation, grade level, sex, reading level, community type (suburban, urban, and rural), and response type. Inclusion of extensive statistical data supports the research findings. Appendixes contain: (1) the International Phonetic Alphabet symbols for American English; (2) vowel-cluster, multiple-choice tests; (3) subject data; (4) summary of tests administered; and (5) F values of main effects and interactions for analyses 1 and 2. A bibliography is provided. (RL)

ED 050 645 FL 002 225
Svobodny, Dolly D., Comp.
The Foreign Language Requirement in Colleges and Universities: A Bibliography with Abstracts.
ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date Jun 71
Note—94p.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Education, Attitudes, Classical Languages, College Admission, Core Courses, *Degree Requirements, Degrees (Titles), Educational Objectives, *Higher Education, *Language Enrollment, Language Programs, Language Role, Modern Language Curriculum, *Modern Languages, National Defense, Opinions, Slavic Languages, Statistical Data, *Uncommonly Taught Languages, Vocational Interests
The 264 abstracts in this compilation describe opinions and realities of the foreign language requirement in American colleges and universities. Included are surveys and statistical data on language enrollments; arguments for and against the study of foreign languages; the relationship of second language acquisition to the national interest; trends in foreign language testing and placement; trends and enrollments of significance for the language major; and the foreign language needs of students in professional and vocational schools. The research dates from 1900. Most of the abstracts reflect research reports and articles which have appeared in U.S. educational journals. A selective number of books and monographs are also included. Availability of the materials in the ERIC system is noted. (DS)

ED 050 646 48 FL 002 231
Hoge, Henry W., Comp.
A Selective Bibliography of Luso-Brazilian Linguistics.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1258
Pub Date 68

Contract—OEC-5-14-005
Note—87p.; Rev. ed., Part 1A of "Studies in the Syntax of Brazilian Portuguese"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Language Research, Latin American Culture, *Linguistics, Luso Brazilian Culture, *Portuguese, *Resource Materials, Romance Languages, *Syntax
Identifiers—*Brazil
More than 1,100 selected references and source studies are listed in this bibliography, compiled in connection with a research project entitled "The Syntax of Contemporary Brazilian Portuguese." The articles selected formed a part of the "Working Bibliography" and are all considered to be relevant to the analysis of Brazilian Portuguese. Full bibliographical data have been included where available. For the companion documents see FL 002 233. (RL)

ED 050 647 48 FL 002 232
Hoge, Henry W., Comp.
The Evolution of Brazilian Portuguese: A Survey.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1258
Pub Date 69
Contract—OEC-5-14-005
Note—89p.; Part 3 of "Studies in the Syntax of Brazilian Portuguese"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Diachronic Linguistics, Dialect Studies, Language Research, Latin American Culture, *Linguistics, *Literature, *Luso Brazilian Culture, Nonstandard Dialects, *Portuguese, Resource Materials, Romance Languages, *Syntax
Identifiers—*Brazil
This third section of the research project, "The Syntax of Contemporary Brazilian Portuguese," presents a descriptive and historical survey of the evolution of the language. Included in the work are: (1) a summary of historical concern with this subject reflecting literary and linguistic interest, (2) classification and discussion of language levels, (3) a discussion of cultural and linguistic regions or dialect areas of Brazil, and (4) the presentation of various conclusions drawn from an analysis of certain "moot" points in Brazilian linguistics. An extensive section of notes is included. For the companion documents see FL 002 231 and FL 002 233. (RL)

ED 050 648 48 FL 002 233
Hoge, Henry W., Comp.
Tense Usage Analysis in Verb Distribution in Brazilian Portuguese.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1258
Pub Date 70
Contract—OEC-5-14-005
Note—56p.; Part 4 of "Studies in the Syntax of Brazilian Portuguese"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dialect Studies, Form Classes (Languages), Language Research, Latin American Culture, *Linguistics, Literature, *Luso Brazilian Culture, Nonstandard Dialects, *Portuguese, Romance Languages, Statistical Studies, *Syntax, *Verbs
Identifiers—*Brazil
This section of a four-part research project investigating the syntax of Brazilian Portuguese presents data concerning tense usage in verb distribution. The data are derived from the analysis of selected literary samples from representative and contemporary writers. The selection of authors and tabulation of data are also described. Materials selected for analysis are derived from writings of 18 authors representing 17 separate states and regions of Brazil. Forms and tables include: (1) author and selection lists; (2) author and tabulation totals; (3) sample of preliminary verb tabulation in work sheet by form, tense, and mood; (4) sample data sheet for reduction of tabulated forms to main categories; (5) samples of major and secondary verb form distribution forms for recording distribution by percentage; (6) sets of data sheets for each author, recording number of occurrences in main categories; (7) major and secondary verb form distribution tabulations for all authors; and (8) tense usage percentage summary. For companion documents see FL 002 231 and FL 002 232. (RL)

ED 050 649 FL 002 234
Macris, James, Ed.
Abstracts of Papers Read at Sixteenth Annual Conference on Linguistics.
International Linguistic Association, New York, N.Y.
Pub Date 71
Note—28p.; Conference held March 13-14, 1971, New York, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Conferences, Dialect Studies, Grammar, Language Classification, Languages, *Linguistics, *Linguistic Theory, Meetings, Semantics, Social Dialects, *Speeches
Abstracts of 23 addresses given at the Sixteenth Annual Conference on Linguistics are presented in this report. The papers given at the conference deal with French, American English, English, Japanese, Cantonese, Latin, and Proto-Indo-European and cover a wide variety of topics, including dialectology, form classes, grammar, and semantics. The complete program of the conference is also included. (RL)

ED 050 650 FL 002 247
Miller, Frances
The Anatomy of a Linguist.
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, *Grammar, Language Research, Language Role, *Linguistics, *Professional Occupations, Scientific Personnel, Sociolinguistics, *Speech
Whether linguistics is a scientific study is reviewed in the light of what linguists actually do professionally. Personal anecdotes illustrate the linguist's view of speech as the dominant language force and language as the vehicle of social interaction and communication. The work of George K. Zipf is commented on, and Morris Bishop's poem "The Naughty Preposition" is cited. Concluding remarks focus on the linguist's necessity to strive for objectivity in collecting and analyzing data. (RL)

ED 050 651 FL 002 248
Lange, Dale L., Comp.
1970 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.
American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.
Spons Agency—Modern Language Association of America, New York, N.Y.; National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date May 71
Note—67p.; Offprint from Foreign Language Annals, v4 n4 p425-490 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, *Bibliographies, *Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, *Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, *Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods
Compiled from a master list of about 300 journals and various book sources, this fourth annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 1,734 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1970 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967, 1968, and 1969. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Literature, (4) Curriculum Problems and Developments, (5) Physiology and Psychology of Language Teaching, (6) Teacher Education and Certification, (7) Methods, (8) Equipment, and (9) Testing. There is also an author index. For related documents see ED 021 152, ED 024 292, ED 025 988, ED 029 158, and ED 040 625. (CM)

ED 050 652 24 FL 002 254
Cline, Marvin G. Joyce, John F.
An Evaluation of the EDC Role in the Bilingual Transitional Clusters of the Boston Public Schools.
Education Development Center, Inc., Newton, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2805
Pub Date Jan 71
Contract—OEC-1-7-062805-3963
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Bilingual Schools, Bilingual Teacher Aides, *Curriculum Development, Educational Planning, Educational Policy, Instructional Design, Instructional Program Divisions, Instructional Staff, Language Instruction, Language Programs, Non English Speaking, *Program Descriptions, *Puerto Ricans, *Spanish Speaking
The report documents the early stages and reflections of some of the initial staff of the Boston Bilingual Clusters program designed for public school instruction for Puerto Rican immigrant children. Conceived as a transitional educational experience, the program seeks to effect the diagnosis and remediation of school problems and unmet needs in the system. The problems of establishing a bilingual transitional school and reactions of the staff of the Boston Bilingual Clusters are discussed. Included in the report are remarks by the head teacher, staff, and teacher aides. Appendixes contain assessment instruments, interview questions, and reports on teacher aide workshops. (RL)

ED 050 653 FL 002 277
Bibliographie: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 1.
Informationszentrum fur Fremdsprachenforschung, Marburg (Germany).
Spons Agency—Volkswagen Foundation, Hanover (West Germany).
Pub Date 71
Note—122p.
Available from—Arbeitskreis zur Forderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens, e.V., Hans-Thoma-Strasse 72, West Germany ($3.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques
This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 250 entries appeared in 1970 or 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. For related documents see ED 044 956, ED 044 999, and ED 047 591. (WB)

HE

ED 050 654 HE 002 058
Kerr, Clark
Should Everyone Be Able to Go to College?
Hawaii Univ., Honolulu.
Pub Date Jan 70
Note—11p.; Address presented at the First Interim Session, University of Hawaii, January, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Equal Education, *Higher Education, *Open Admissions, *Problems, *Universal Education
The question "should everybody be able to go to college," is one of the most important and explosive questions before higher education. This paper: (1) sketches several approaches to admittance - including the guild approach of Oxford and Cambridge, admittance based on manpower

requirements - as in the U.S.S.R., the selective access approach, universal access, and universal attendance; (2) discusses why the universal access approach is currently chosen in the United States; (3) reviews some of the implications of universal access, such as vast numbers of new students, rising costs, and the need for coordination by public agencies; and (4) examines the positive and undesirable consequences of universal access. Some advantages are: expansion of educational opportunity and a contribution to the quality of the economy and to peoples' lives. Some negative aspects are: (1) a continuing battle over money; (2) loss of autonomy for the individual campus; (3) the probable movement toward meritocracy; (4) an increasing danger of collision between higher education and the surrounding community; (5) increasing pressure for universal attendance; (6) a surplus of highly educated people; (7) an increase in the number of people who are in "the period of youth," a time when they are no longer part of their original family, and yet without a family of their own; and (8) the tendencies of campuses to grow disproportionately larger. (AF)

ED 050 655 HE 002 087
Harris, Norman C.
Higher Education and Middle Manpower for the 1970's.
Hawaii Univ., Honolulu. East-West Center.
Pub Date 15 Dec 70
Note—20p.; Paper presented at the Winter Convocation of the Cebu Institute of Technology, Cebu City, Philippines, December 15, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foreign Countries, *Higher Education, *Manpower Development, *Manpower Needs, *Post Secondary Education, Skilled Labor, Subprofessionals, Technical Occupations

After taking a brief look at the developments and some generalized trends of the past three decades, this paper attempts to identify some of the characteristics of the decade ahead and new and emerging middle manpower occupations in the 1970's. It is the thesis of this paper that a country interested in rapid economic development should invest heavily in education for middle manpower development, in the education and training programs that will produce the technicians, the semiprofessional and paraprofessional workers, and the highly skilled workers who can move a nation ahead across a broad front of development. Future trends discussed include those in (1) natural resources, ecology, and environment; (2) population and urbanization; (3) transportation, communication, and information technology; (4) health and medical science; (5) science and engineering based industry; (6) government and the service sector of the economy; and (7) business and distribution. Manpower demands are discussed for the following areas: (1) agriculture and natural resources development; (2) business trade and distribution; (3) health and human service; (4) industry and manufacturing; and (5) science, engineering and technology. (AF)

ED 050 656 HE 002 097
Gregg, Wayne E.
Graduate Student Satisfaction: Academic and Non-Academic.
American Educational Research Association, Washington, D.C.
Pub Date Feb 71
Note—23p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Graduate Students, *Higher Education, *Student Attitudes, Student Opinion, *Student Teacher Relationship

The purpose of this study was to discover the extent to which the satisfaction of graduate students is associated with the collegiality of faculty-student relationships within the student's own department, the competitiveness of student-student relationships within the department, and the discrepancy between what the student expected graduate school to be like and the reality of graduate school as he perceives it. Seven hundred and sixty-two graduate students at a Midwestern University were administered a questionnaire; 589 usable responses were returned. On the basis of a pilot study and item analyses, Likert scales were constructed for the measurement of the major variables of this inquiry. Each item was scored on a 5-point scale, the high score indicating a high level of satisfaction. The findings indicated that the collegiality of faculty-student relationships is a highly effective predictor of both academic and nonacademic satisfaction for all categories of students, whether grouped by sex, department size, school within the university, or degree objective. Competitiveness of student-student relationships is a consistently negative predictor of both types of satisfaction. Expectation-reality discrepancy is also negatively associated with both types of satisfaction. (AF)

ED 050 657 HE 002 102
Boozer, Howard R.
The Growing Development of Specialized Training within Private Industry for Professional, Paraprofessional, and Technical Personnel.
Pub Date 15 Mar 71
Note—13p.; Paper presented at the National Conference on Higher Education, Chicago, Illinois, March 15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Educational Technology, *Higher Education, *Industrial Training, *Industry, School Industry Relationship
Identifiers—*Performance Contracting

The philosophical justification for private industry involvement in specialized training is that these needs are of such magnitude as to require the best efforts of all who can contribute. The practical justification stems from the realization by industry that it must provide specialized manpower training to meet its own need for effective employees. Industry entrance into the training field dates from the latter part of the past century when no secondary schools offered industrial training. By the late sixties higher education activities of business and industry reportedly totaled almost $20 billion annually, with about 85 percent of the major industries involved. Industrial participation in education and training programs outside industry is a more recent phenomenon. This development grew out of the application of technology to educational problems, and was made possible to a great extent by federal and state programs dating from the mid-sixties. An even newer type of activity is that referred to as performance contracting, another approach to solving some of the problems in education. (Author/AF)

ED 050 658 HE 002 103
Guidelines for the Organization, Development, Coordination, and Operation of the Educational Opportunity Programs of State University of New York.
State Univ. of New York, Albany.
Pub Date 1 Sep 70
Note—54p.; Prepared by Office of the Chancellor
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *Disadvantaged Youth, Economically Disadvantaged, Financial Support, *Guidelines, *Higher Education, Recruitment, *Special Programs
Identifiers—*New York Educational Opportunity Program

The educational opportunity programs of the State University of New York (SUNY) were initiated (1) to seek out disadvantaged but talented youngsters and present them with an opportunity to enter a program of higher education; (2) to help each of these students complete satisfactorily the educational program in which he has enrolled; and (3) to foster and support the search for effective techniques and materials by which instructing and advising atypical learners can be successful. To attain these goals these guidelines were developed for the following categories: (1) eligibility for admission; (2) recruiting students; (3) selecting students; (4) admitting students; (5) assisting the student financially; (6) academic expectations and regulations; (7) students' rights and responsibilities; (8) staffing; (9) faculty involvement; (10) advisory committee; (11) financial management; and (12) evaluation. The enabling legislation and offices where information about these programs can be obtained are included in the appendix. Attached to these guidelines is a separate section on admissions information and student eligibility. (AF)

ED 050 659 HE 002 107
Abercrombie, M. L. J. And Others
Selection and Academic Performance of Students in a University School of Architecture.
Society for Research into Higher Education, Ltd., London (England).
Pub Date Nov 69
Note—155p.; Research into Higher Education Monographs
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Performance, *Admission Criteria, *Architectural Education, College Admission, *Foreign Countries, *Higher Education, Selection
Identifiers—*Bartlett School of Architecture, London

This report describes the selection procedures used in the years 1960-1968 at the Bartlett School of Architecture at University College, London, and discusses the relationship of the criteria used in selection to the academic performance of the students admitted to the school. For the years 1960-1964, the interrelationships were also studied of the paper qualifications of the applicants, the judgments made about them by three interviewers, and their performance on two psychological tests (one of general intelligence, and one of personality). In addition, this report describes the results of a study conducted for the years 1963 and 1964 on the performance of some candidates who applied for admission to Bartlett, but who went to other schools. (AF)

ED 050 660 HE 002 110
Jones, D. T. L.
The Education of Scientists for Industry; Report of a Survey of the Views of Professional Scientists.
Society for Research into Higher Education, Ltd., London (England).
Pub Date Mar 69
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *Curriculum Development, Foreign Countries, *Higher Education, *Industry, *Scientists, Undergraduate Study
Identifiers—*Great Britain

The investigation reported in this monograph represents an attempt to establish the abilities, attitudes, and activities which go toward making an effective industrial scientist and to determine how and to what extent these factors should influence the design of undergraduate courses and the various aspects of career guidance. The views of nearly 1,400 British scientists were assessed and results presented that show the level of usefulness of various subjects and techniques to these scientists, and the extent to which they received instruction in these topics during their undergraduate training. Opinions concerning the desirable attitudes of an industrial scientist and the particular attributes that scientists occupying various specific positions should possess are also recorded. The results of the enquiry show that the practicing industrial scientist believes that much can be done to improve course design, not only to enhance the technical competence of the student, but also to make a career in industry a more attractive and worthwhile proposition. (Author/AF)

ED 050 661 HE 002 111
Harris, Norman C.
Education and Middle Manpower Development in Thailand.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Pub Date Apr 70
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, Economic Development, Educational Needs, *Higher Education, *Junior Colleges, *Manpower Development, *Manpower Needs, Skilled Labor, Subprofessionals, Technical Occupations
Identifiers—*Thailand

This paper addresses itself to the problem of long-term manpower development in Thailand. Relevant research studies are discussed in the introduction and the thesis of this report is stated: namely, that for Southeast Asia and developing nations in general, middle manpower development, and the kinds of educational institutions needed for such development (technical colleges, junior colleges, post-secondary vocational schools, business colleges, nursing schools, etc.), should be given top priority in the decade ahead. Section II of the report develops the theme of the importance of middle manpower. Section III discusses the current status of middle manpower in Thailand. Section IV examines the middle

manpower supply-demand situation for the 1970's. And section V discusses the need for a new kind of college in Thailand: a system of publicly supported 2-year colleges, which are desperately needed to meet Thailand's manpower needs and economic goals. (AF)

ED 050 662 HE 002 114

Augusta, Georgia and Jackson State University: Southern Episodes in a National Tragedy.

Southern Regional Council, Atlanta, Ga.

Pub Date Jun 70

Note—89p.

Available from—Southern Regional Council, Inc., 5 Forsyth Street, N.W., Atlanta, Georgia 30303 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Civil Liberties, Civil Rights, *Demonstrations (Civil), *Higher Education, *Negroes, *Police Action, Police Community Relationship, *Violence

Identifiers—*Augusta (Georgia), Jackson State College

This report presents an indepth study of the events and psychology in the past of Augusta, Georgia which help explain the violence and the killing of six Blacks on the night of May 11, 1970. The second study in this report deals with the events and killings of two young black men at Jackson State College on May 15, 1970. These two events had several points in common not only with each other, but also with similar tragedies across the nation. These include: (1) they occurred in an atmosphere of hostility encouraged by inflammatory statements of leaders, statements which exacerbate tensions between groups and which seem to approve the over-use of police and military force; (2) both instances reflected not only new, intolerable pressures, but long neglected problems; (3) death and injuries in both instances resulted from gunfire from heavy-calibre ammunition; and (4) in both instances, questions have been raised about police attitudes toward black people and the general principle of the right of protest, and about the effectiveness of the riot control training of the police. (AF)

ED 050 663 HE 002 115

Blanchard, B. Everard

A Four-Year Survey of DePaul University's School of Education Master Degree Graduates from 1966 through 1969. First Interim Report.

De Paul Univ., Chicago, Ill. School of Education.

Pub Date 70

Note—24p.; Graduate Programs Office

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Education Courses, *Graduate Students, *Higher Education, *Masters Degrees, *Student Characteristics

Identifiers—*De Paul University School of Education

This study identified the characteristics of 456 of the 524 students who were granted a master's degree by the School of Education of De Paul University from 1966 through 1969 in one of the following 9 areas: business education; curriculum directorship; elementary education; guidance and counseling; reading; school administration; and secondary education. Information was obtained and analyzed for the following characteristics: (1) birthplace; (2) undergraduate education; (3) residence; (4) undergraduate degree; (5) admission status; (6) gradepoint average entering the program; (7) age beginning graduate study; (8) area of specialization; (9) degree granted; (10) gradepoint average completing graduate study; (11) age concluding degree requirements; (12) time consumed to complete degree requirements; and (13) Graduate Record Examination scores. (AF)

ED 050 664 HE 002 122

Weinstein, Philip Bramble, William J.

"Student Press": Student Course Ratings as a Function of Student Variables.

American Educational Research Association, Washington, D.C.

Pub Date Feb 71

Note—19p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Analysis of Variance, *Course Evaluation, Faculty Evaluation, *Higher Education, Individual Characteristics, *Student Characteristics

This paper investigates the student characteristics that underlie high and low ratings of different aspects of an undergraduate course in educational psychology. Four hundred sixty students were given a number of inventories, scales, and surveys and a 22-item rating instrument covering course content, methods of instruction, and instructor. Principal axis factor analysis of the course evaluation instrument yielded 6 factors accounting for 72.69 percent of the variance. Factor scores were computed for each subject on each factor. Multivariate analyses of variance revealed significant differences on student background and personality variables between students having high and low factor scores for 4 of the 6 factors. Discriminant functions were employed to identify student characteristics that discriminate maximally between high and low factor scores. (Author/AF)

ED 050 665 HE 002 124

Bridgeman, W. J.

Student Perceptions as a Function of Reinforcement and Expectancy Conditions.

American Educational Research Association, Washington, D.C.

Pub Date 5 Feb 71

Note—18p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February 5, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, Expectation, *Higher Education, *Interpersonal Relationship, Laboratory Experiments, *Perception, Reinforcement, *Social Reinforcement

This paper describes a laboratory experiment which was a replication and extension of an earlier study, both of which are part of an effort to synthesize the findings of two somewhat different approaches to the study of interpersonal attraction. The first of these approaches is a secondary reinforcement interpretation and in general assumes a positive linear relationship between social reinforcement and social attraction. The second approach is a "cognitive consistency" interpretation and generally is not so explicit about functional relationships between consistency factors and interpersonal attraction. The hypotheses tested in this study were: (1) that the function relating reinforcement frequency to interpersonal attraction will be nonlinear for each of the two levels of expectancy; and (2) that the point of maximum attraction for the group with the higher reinforcement expectancy value will be reliably greater than for the group expecting the lower level of reinforcement. The subjects for this study were 210 male volunteers from campus ROTC units, who principally met in groups of four and were assigned to treatment groups at random. The activities were divided in three phases: (1) preexperimental interaction, (2) the experimental activity, and (3) postexperimental debriefing. The findings supported the first, but not the second hypothesis. (AF)

ED 050 666 HE 002 125

Tentative Recommendations Concerning Discipline of Officers.

Harvard Univ., Cambridge , Mass. Univ. Committee on Governance.

Pub Date Mar 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Freedom, Civil Liberties, *Discipline Policy, *Faculty, *Higher Education, Teacher Militancy

Identifiers—*Harvard University

This report contains tentative procedural recommendations for the discipline of officers of instruction and certain other holders of faculty appointments at Harvard University. These procedures will apply under the following conditions: (1) interference with freedom of speech, academic freedom, freedom from personal force and violence, and freedom of movement; (2) interference with members of the University in performance of their normal duties and activities; (3) theft or destruction of University property, or the property of its members; or (4) in other cases involving grave misconduct or neglect of duty. The procedures provide for a Screening Committee, a Hearing Committee, and the final decision-making by the President and Harvard Fellows. The discussion that follows the listing of the procedures reviews the composition, designation, and procedures of the Committees. (AF)

ED 050 667 HE 002 126

Cross, K. Patricia

Alternate Paths to Excellence.

California Univ., Berkeley. Inst. of Government Studies.

Pub Date 71

Note—22p.; Paper prepared for the Education Task Force of the White House Conference on Youth

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, *Educational Change, Educationally Disadvantaged, *Equal Education, *Higher Education, *Universal Education

In the history of this country there have been 3 major philosophies about who should go to college: (1) the aristocratic philosophy, (2) the meritocratic philosophy, and (3) the philosophy of egalitarianism, which came into vogue in the 60's. This has meant that the greatest rate of increase in college attendance during the last 10 years has been by members of the lower socioeconomic groups and those with lower academic standing. The 60's emphasized gaining access to higher education for these students; the 1970's must concentrate on accommodation, i.e., changing the system to fit the student. The access system, which is a unidimensional model, attempts to move the marginal student closer to the core through remediation of academic or motivational deficiencies; the system is designed for orderly progression through a funnel or sorting system, effectively eliminating those who don't fit the system. Though systematic educational activities are now going on outside the regular system, i.e., on the educational periphery, equality of educational opportunity would be enhanced by the creation of new educational models that will permit easy movement between the core and periphery. This paper discusses new models for education: developing new cores of excellence, and developing lifelong learning models. It also makes recommendations for policies and programs to institute new educational models. (AF)

ED 050 668 HE 002 127

Report of Educational Programs Committee as Approved by the North Carolina Board of Higher Education concerning the Request of East Carolina University for a Master of Medical Science Degree (Two-Year Curriculum for the School of Medicine).

North Carolina State Board of Higher Education, Raleigh.

Report No—SP-1-71

Pub Date Feb 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Higher Education, Interinstitutional Cooperation, *Medical Education, *Medical Schools, *Planning, *Statewide Planning

Identifiers—*North Carolina

In evaluating the request of East Carolina University to offer a program for the first 2 years of medical education, the Educational Programs Committee of the North Carolina Board of Higher Education had to look at the broader problems of the training of physicians in the State. This report therefore is not only a response to East Carolina University, but also an outline of a broad statewide plan to increase the production of physicians. Essentially the plan calls for building upon the strong base offered by the three existing medical schools, but broadening the base to include work, both at the first-year stage of the medical training and again at the end of the medical training at a number of other centers in the State, including East Carolina University. ECU's specific request for a 2-year program was denied, but it was recommended that the University initiate a program of first-year medical education in cooperation with the School of Medicine of the University of North Carolina. (AF)

ED 050 669 HE 002 130

Roose, Kenneth

Fifty Top-Rated Institutions: Their Role in Graduate Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 71

Note—3p.

Journal Cit—Research Reporter; v6 n1 p7-8 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Doctoral Degrees, *Doctoral Programs, Educational Quality, *Graduate Study, *Higher Education, *Manpower Needs, Surveys, Universities

This article analyses some of the data collected in a survey by the American Council on Education on the quality of graduate programs in 1970. It discusses: (1) the ratings of faculties of the 50 top-rated graduate schools compared with 80 other institutions; (2) the number of "quality programs" in the humanities, social sciences, biological sciences, physical sciences, and engineering in the 50 top-rated graduate schools as compared with 80 others; (3) the regional strength of the 50 top-rated institutions; and (4) the number and percent of programs at the 50 top institutions that scored below a quality standard. The paper concludes with the suggestion that, although there are a substantial number of unsatisfactory programs offered at the top 50 institutions, these graduate schools may be more than adequate to fill the needs for traditionally trained Ph.D's during the decade that lies ahead. (AF)

ED 050 670 HE 002 142

Kerr, Clark

Destiny - Not So Manifest.

American Association for Higher Education, Washington, D.C.

Pub Date 14 Mar 71

Note—5p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 14, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, Educational Technology, Financial Problems, Governance, *Higher Education, Institutional Role, *Problems, School Community Relationship

Higher education in the United States is facing a period of uncertainty, confusion, conflict, and potential change, and it has little to guide it in its past experiences. For most of its three and one-third century history, it has had a manifest destiny and through the period from 1820-1870 was marked by rapid change and some student unrest. Two factors remained constant: public belief in and support of higher education, and the campus and society were both changing, but in compatible ways. This is no longer so and higher education is faced with a staggering number of uncertainties: (1) the direction of change that will be taking place in a society that is ever more divisive, and in a world that is undergoing a cultural revolution; (2) the impact of the new educational technology; (3) its proper functions in terms of teaching, research and services; (4) the governance of the institutions; and (5) financing. The directions higher education will take include: (1) extending educational opportunity, regardless of race or income; (2) clearer rules governing the conduct of all members of the academic community; (3) cost effectiveness of operations; (4) more visible presidential leadership; (5) an increasing role of the federal government; (6) lower status jobs for college graduates; and (7) continuing tensions between intellectuals and society. (AF)

ED 050 671 HE 002 143

Paterson, Basil

Social Needs and Academic Responses: Closing the Gap.

American Association for Higher Education, Washington, D.C.

Pub Date 15 Mar 71

Note—5p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*City Problems, Disadvantaged Youth, *Higher Education, Research, *Responsibility, *Social Problems, *Social Responsibility, Special Services

There has been much talk in the last 10 years about the responsibility of higher education to help solve the urban crisis, yet little has been done. There are some measures the university can take to alleviate the educational plight of the urban poor, the major one of which is to do what they have traditionally done best: teach. The universities can accept larger numbers of minority group members in their freshmen classes, and give them the necessary supportive, remedial, and counseling services. They should encourage these students to enter the service fields: medicine, law, education, so that these students in turn can help the people in their communities. Universities could create special day-care facilities through high school experimental education units set up to serve a clientele of poor children; and universities could provide a second chance for those whose education was terminated at the high school level and who are competent and desirous of obtaining a degree. Since the most likely response of the universities will probably be in the direction of urban research, it will behoove them to be aware of two factors: (1) in terms of research that directly involves human beings, such as Moynihan's and Coleman's, they must be aware that the urban poor are tired of being objects of research; (2) in research concerning problems of the ghetto, such as housing, transportation, or pollution, it would be advisable to involve the residents themselves at the outset in any planning effort. (AF)

ED 050 672 HE 002 144

Dennis, Lawrence E.

The Other End of Sesame Street.

American Association for Higher Education, Washington, D.C.

Pub Date 15 Mar 71

Note—6p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Educational Innovation, *Higher Education, *Innovation, *Instructional Television, *Multimedia Instruction, Public Television

Identifiers—*Open University

Higher Education, the institutions as well as the associations, have long regarded adult or extension education as a stepchild; consequently, instructional broadcasting as an educational medium has been all but ignored. Yet by 1976 the establishment of the University of North America, a confederation of several radically different regional higher education institutions and agencies will be proclaimed. These institutions will have their origin in the concept of the Open University, pioneered in Great Britain and Japan, and will bring a multimedia approach to continuing higher education. For example, the University of New England, one of the regional institutions, will consist of a confederation of junior colleges, colleges, universities, and educational agencies. Television will be the principal teaching medium, supplemented by radio, correspondence courses, films, tapes etc. It will have a curriculum for today's world and will be open to all who are interested. The Corporation for Public Broadcasting should be the advocate of continuing education and instructional broadcasting in the national councils of higher education. Elements essential for the establishment of open universities are: (1) a cadre of leadership from higher and continuing education, and public and instructional broadcasting; (2) resources; (3) credibility; (4) research on the adult learner and on the most effective use of television for learning; and (5) planning. (AF)

ED 050 673 HE 002 145

Corson, John J.

Governance: Interacting Roles of Faculty, Students, and Administrators.

American Association for Higher Education, Washington, D.C.

Pub Date 16 Mar 71

Note—6p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 16, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Decisionmaking, *Governance, *Higher Education, *Power Structure

The central cause of the present sorry state of governance in many institutions is an historical misunderstanding as to the real nature of a college or university. Most institutions have inherited a formal organizational structure founded on the concept of hierarchy, a concept that is totally unsuitable to the needs of an institution of higher education, where power does not reside at a single source at the top, but in varying proportions in three or four groups. Proposals for modification of governance include: (1) the establishment of a new mechanism within the institution to make possible community-wide participation in governance; (2) making explicit the redistribution of authority that has been taking place; (3) the strengthening of leadership to maintain the college or university as a viable institution; (4) the establishment of means to enforce accountability with every extension of authority; and (5) the modification of the traditional structure of high school, junior college, 4-year college, professional and graduate schools. These proposals go a considerable way toward devising a system of governance designed to facilitate the engineering of consent. (AF)

ED 050 674 HE 002 146

Congdon, Paul U.

Some Possible Responses to Social Needs from Academia.

American Association for Higher Education, Washington, D.C.

Pub Date 15 Mar 71

Note—7p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Service Programs, *Higher Education, Responsibility, *Social Problems, *Social Responsibility

Identifiers—Massachusetts, *Springfield College

The University has a 3 part responsibility: academic excellence, research, and community service. This last responsibility tends to get short shrift in most institutions of higher learning, because an institution's excellence is generally not measured by its responsiveness to social needs. Yet, the time has come when higher education must face its responsibility for the alleviation of social ills or expect broad consequences. Community services can be provided through existing programs by using some imagination. Examples are: (1) extending the college chaplain's services to youth in the community; (2) incorporating after school, youth leadership and community projects in practice teaching assignments; (3) starting an art workshop for the neighborhood; (4) conducting workshops on social issues on a continuing basis as a problemsolving effort; (5) making community service a prerequisite for graduation; (6) making community studies a part of every student's experience and working on implementing the solutions; and (7) providing a Free University, so that people in the community who still believe in education, but have no opportunity to go to a regular college, can take advantage of the expertise available. The experience of Springfield College in Massachusetts--where professors teach for free, and students who pass a course with a C or better get a certificate--points to the great worth of such an endeavor. (AF)

ED 050 675 HE 002 147

Benezet, Louis T.

Higher Education is Not a Commodity.

American Association for Higher Education, Washington, D.C.

Pub Date 14 Mar 71

Note—5p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 14, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, *Educational Benefits, Financial Needs, *Financial Problems, *Higher Education, *Public Opinion

Identifiers—*Carnegie Commission on Higher Education

This paper comments on the Carnegie Commission reports on higher education and discusses some of the issues higher education and the public have to face. Higher education is in a crisis and in desperate need of continuing financial support from the federal government. The Carnegie Commission can help the public understand some of the problems by pointing out that higher education is not a commodity, and that the chief beneficiary is not only the preson who gets the degree, but society as well. The Commission has recently made proposals for a 3-year baccalaureate, for credit for outside experience, and for other types of extramural education. The case for 4-year residential colleges may be weak and, if so, they may have to disappear, for it is not the particular forms of higher learning that have to be preserved. Higher learning is a process of human growth and change, and the students of the sixties and seventies became aware, perhaps for the first time, of the humanity of all men and the need to connect education with a wider view of humanity. The Commission can also help in letting the public know what is happening that is good and important on campus today, and help inspire a public confidence without which the funding of higher education becomes progressively impossible. (AF)

ED 050 676 HE 002 149
Rosner, Benjamin
Open Admissions at The City University of New York.
American Association for the Advancement of Science, Washington, D.C.
Pub Date 27 Dec 70
Note—13p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science, Chicago, Illinois, December 27, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), College Freshmen, *Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, *Higher Education, *Open Admissions, Special Programs, Special Services, Universal Education
Identifiers—*City University of New York
This paper presents the history of the open admissions policy at The City University of New York (CUNY). Discussed are: (1) the founding of the University and its early admission policies; (2) the demand for and implementation of the open admission policy, which means a probable freshman class of 36,000 in the fall of 1971, with an increase of 16,000 in 1 year; (3) budgetary considerations; (4) the political and social context within which the open admissions policy was formulated; (5) the demand for and provision of remedial and other supportive services for an estimated 10,000 students; (6) the studies conducted to estimate the number of students who would require remedial help; (7) the systematic evaluation of the open admissions program; (8) the need to establish a closer relationship with the public schools to place the problem of remediation where it belongs; and (9) the necessity of maintaining CUNY's academic standards. (AF)

ED 050 677 HE 002 153
Hoerner, James L.
An Historical Review of Liberal Education.
Miami Univ., Coral Gables, Fla.
Pub Date [70]
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Needs, *General Education, *Higher Education, *Historical Reviews, *Humanism
Section I of this paper presents a brief history of liberal education and reviews some of the ideas that have been expressed about its origin, and some of the ideas that have influenced liberal education throughout history. The definition of the purpose of liberal education is Woodring's: "It is the education that liberates men from the bondage of ignorance, prejudice, and provincialism. It enables us to see the whole world and to see ourselves in perspective." Section II examines what is liberal education and reviews some of the other definitions assigned to it by different authors. Section III deals with the aims, purposes and objectives of liberal education. The paper concludes with the thought that while educators have long espoused that one of the cardinal principles of education is to encourage and nurture the ability to think, in reality, most independent thinking and creativity is stifled, and that only a true liberal education and not a general education can help a student become a liberated person. (AF)

ED 050 678 HE 002 162
Swanson, Robert S. And Others
Factors Related to Success in Completing a Master's Degree at Stout State University 1960-1968.
Stout State Univ., Menomonie, Wis. Graduate School.
Pub Date Apr 69
Note—32p.; An Institutional Study of The Graduate College, Stout State University, Menomonie, Wisconsin
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *Grade Point Average, Graduate Students, *Graduate Study, *Higher Education, Masters Degrees, *Predictive Validity
Identifiers—*Stout State University
The Graduate College at Stout State University commonly employs two criteria in deciding which applicants should be permitted to enroll for graduate degree programs: cumulative undergraduate grade-point average and experience. It was the purpose of this study to determine the effectiveness of these two criteria in predicting the likelihood of completing the master's degree program at Stout State University. To this purpose, this report: (1) presents a general description of the graduate students enrolled at SSU over the period 1960-68 in terms of undergraduate GPA, experience, classification, major field, summer and regular session enrollment, and degree status; (2) attempts to determine the relationship between SSU graduate students' success in obtaining a master's degree and their undergraduate GPA's; and (3) attempts to determine the relationship between SSU graduate students' success in obtaining a master's degree, and the number of years that elapsed between completion of their bachelor's degrees and entrance into graduate degree programs at Stout. (AF)

ED 050 679 HE 002 169
Perrone, Philip A. Lins, L. Joseph
Post-Secondary Activities of Spring 1968 High School Seniors. Research Report.
Wisconsin Coordinating Council for Higher Education, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Academic Facilities.
Pub Date Dec 70
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aspiration, Family Background, *Higher Education, *High School Graduates, Post Secondary Education, *Student Characteristics, *Surveys
Identifiers—*Wisconsin
This report which presents information on the postsecondary activities of spring 1968 graduates of Wisconsin high schools is based on data obtained by surveying one-twelfth of the 57,349 seniors who completed the 1968 Senior Survey Questionnaire. Comparisons are made between the students' first-year activities and their plans as seniors, and between their first and second year after graduation activities. Included in these comparisons is information on their occupational aspirations as seniors, choice of post-secondary institutions as seniors, occupation and education of fathers, family income, high school course, high school decile rank, and type of school attended first year after graduation. The report also discusses (1) the reasons why those who anticipated continued education did not attend, their high school decile rank and their fathers education; (2) post-secondary educational planning and characteristics of graduates continuing their education; (3) characteristics of graduates who interrupted their post-high school education; and (4) characteristics of graduates in school the second year after their graduation. (AF)

ED 050 680 HE 002 172
Pfeifer, C. Michael, Jr. Sedlacek, William E.
Non-Intellectual Correlates of Black and White Student Grades at the University of Maryland.
Maryland Univ., College Park. Cultural Study Center.
Report No—RR-3-70
Pub Date 70
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, Cocurricular Activities, College Freshmen, *Correlation, *Higher Education, *Negro Students, Student Attitudes, *Student Characteristics, Student Opinion
Identifiers—*Maryland University
The purpose of this study was to investigate nonintellectual variables (personality, attitude, etc.) that may be related to the academic performance of black students at the University of Maryland. Black and white samples were drawn from the 1968 freshmen class, and two personality measures were used: the California Psychological Inventory (CPI), consisting of 18 scales, and the Holland Vocational Preference Inventory (HVPI), consisting of 11 scales. Another variable examined was the University Student Census (USC), which is a questionnaire involving student opinion and certain personal information. Data was also obtained on high school extracurricular activities. The GPA at the end of the freshman year was used as the measure of academic success. Pearson correlations were made for each of the scales of the Inventories, point biserial correlation coefficients were computed for each of the extracurricular activities, and an eta coefficient was computed for the first 29 items of the USC; Pearson correlations for the last 17 items. The results indicated that significant relationships for the black students were the Social, Infrequency, and Masculinity scales of the HVPI as well as the Socialization, Communality and Achievement via Independence scales of the CPI. For the whites the Social, Artistic, Masculinity, and Status scales of the HVPI, and the Responsibility, Socialization, Self-Control, Tolerance and other scales were significant. (AF)

ED 050 681 HE 002 173
Pfeifer, C. Michael, Jr. Sedlacek, William E.
The Validity of Academic Predictors for Black and White Students at the University of Maryland.
Maryland Univ., College Park. Cultural Study Center.
Report No—RR-2-70
Pub Date 70
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Tests, *College Freshmen, Correlation, Grade Point Average, Grades (Scholastic), *Higher Education, *Negro Students, *Predictive Validity
Identifiers—*Maryland University
Recent studies have shown that in heterogeneous populations differential validities are often found in the population subgroups. In the light of the increasing societal emphasis on higher education, the valid prediction of academic success for all racial groups has become a necessity. This study is concerned with the differential validity for black and white students of academic predictors currently used at the University of Maryland. The University uses a Predictive Index Equation, which is a multiple regression equation involving high school grades, SAT-Verbal and SAT-Math scores. The Maryland grade-point average at the end of the freshman year is used as the criterion. In this study high school grades, SAT-V and SAT-M were examined separately as well as combined in multiple regression equations. The samples were categorized by race and sex. The results indicated that the Predictive Index worked as well for black students as it did for whites. For the sample studied, SAT scores were correlated with grades about as highly for whites as for blacks, although high school grades were not a valid predictor for black males. In addition to describing the study, the report examines other studies concerned with this topic. (AF)

ED 050 682 HE 002 176
Statement of the Board of Trustees, National Urban League on Open Admissions in American Colleges and Universities.
National Urban League, Inc., New York, N.Y.
Pub Date Feb 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Standards, *Admission (School), *College Admission, *Disadvantaged Youth, Equal Education, *Higher Education, Minority Groups, *Special Programs, Special Services, Universal Education
This statement urges the nation's colleges and universities to adopt open admissions policies and to direct both private and public funds into creating opportunities whereby any person who has completed requirements for graduation from an accredited high school or its equivalent will be assured access to higher education. Though minority group enrollment has increased 85 percent over the last 5 years, it has only reached 6 percent of the total enrollment. In past years, admission criteria were frequently dictated by factors having little to do with a student's potential success and it has now been demonstrated that traditional admission criteria predict little or nothing about what a given student will do in college or about his potential after graduation. The best way to determine whether a student is capable of college work is to evaluate his performance in college. The major attack on open admissions is being conducted in the name of an alleged threat to academic standards, but academic excellence has all too often been an exercise of the privileged to assure that they remain privileged by keeping access to the top restricted. Academic standards should be measured by how well the graduate is prepared to find employment which fulfills his needs, and how well he is equipped to progress in society. In addition to open admissions, supportive and remedial services are also essential to provide equal opportunity. (AF)

ED 050 683 HE 002 177

Roberts, Dayton Y., Ed.

Legal Issues in Higher Education, 1969-1970; A Selected Annotated Bibliography.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Feb 71

Note—36p.

Available from—Institute of Higher Education, College of Education, University of Florida, Gainesville, Florida 32601

Document Not Available from EDRS.

Descriptors—Academic Freedom, *Annotated Bibliographies, *Bibliographies, Civil Liberties, College Students, Discipline Policy, *Higher Education, *Legal Problems, Tenure

The selected annotations in this bibliography were compiled from articles in college and university law reviews and journals, other specialized law journals and from educational journals and periodicals. Topics covered include student discipline, academic freedom, faculty tenure, political speakers, collective bargaining, student rights, financial issues, and contracts. (AF)

ED 050 684 HE 002 183

McKelpin, Joseph P.

Improving Educational Practice for Marginal College Freshmen; A Research Model.

Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date 71

Note—5p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, *Disadvantaged Youth, *Higher Education, Minority Groups, *Models, *Special Programs

Identifiers—*Education Improvement Project

The Education Improvement Project (EIP) of the Southern Association of Colleges and Schools serves as the assisting organization for two programs designed to improve educational practice for the marginal college freshmen - who is often a member of a minority or poverty group. The two programs are the College Education Achievement Project (CEAP), which focuses primarily on improving educational practice for marginal college freshmen in developing Black institutions, and the Higher Education Achievement Program (HEAP), which focuses on improving educational practice in developing institutions for marginal students from minority or poverty groups. This paper briefly discusses the development and use of a heuristic model for the development of symbolic competence in marginal college freshmen. The model (1) asks: what is the relationship between symbolic competence and social learning; (2) is based on the hypothesis that social learning fosters self-actualization which facilitates the development of symbolic competence; and (3) lists a series of consequences to be tested. (AF)

ED 050 685 HE 002 184

The University of Michigan Report of the Committee on Student Evaluation of Courses.

Michigan Univ., Ann Arbor.

Pub Date Nov 68

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Course Evaluation, *Evaluation, *Higher Education, Student Opinion, *Teacher Evaluation

Identifiers—*Michigan University

This document contains: (1) the report of the University of Michigan Committee on Student Evaluation of Courses and its recommendations; (2) a report on student opinion of courses and teaching dated 10-2-53; and (3) a report of the Student Course Evaluation Committee appointed by the Student Government Council and dated 1968. The first report discussed the potential uses of evaluation for the teaching faculty, the department administrator, and the student, reviewed some of the potential misuses, and concludes that the potential benefits of evaluation called for the development of a course evaluation instrument to be used throughout the University. The second report presented a history of student appraisal of the faculty of the College of Literature, Science and the Arts, appraised the old student-opinion program and its contribution to instruction, discussed the defects of student ratings, especially in administrative use, and made recommendations. The third report discussed the defects of student ratings, especially in administrative use, and made recommendations. The third report discussed and evaluated the 41-item questionnaire distributed in March 1968 in 45 courses, primarily of interest to freshmen. (AF)

ED 050 686 HE 002 186

Morey, Ann I.

Image and Selection: An Examination of the Images of Three University of California Campuses.

Pub Date Apr 71

Note—31p.; Paper presented at the meeting of the California Education Research Association, San Diego, Calif., April 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Bound Students, *College Choice, *College Environment, *Higher Education, *Student Opinion

Identifiers—*California University

The purpose of this study was to examine the conceptualization and function of college images as a factor in college choice. Specifically, the study focused on the images held of three University of California campuses by entering freshmen and examined: (1) the accuracy of the images held by freshmen prior to their actual enrollment at their respective campuses; (2) how entering freshmen obtained their information and impressions of the U.C. campus to which they applied; and (3) the importance of image in the choice of the particular campus. In addition, a comparison was made of the images held of the three campuses by the entering freshmen and samples of sophomores. The campuses selected were at Berkeley, Davis, and Santa Cruz. Nine hundred and fourteen students comprising a random sample of the sophomores and high school students about to enter one of the three campuses were sent the questionnaires, with 96 percent completing them. The findings of the study indicated marked differences among the images held of the three campuses by their respective student groups. (AF)

ED 050 687 HE 002 187

Creager, John A.

Evaluation and Selection of Academic Interns: 1967-1968.

American Council on Education, Washington, D.C. Office of Research.

Report No—ACE-RR-Vol-6-NO-2-1971

Pub Date Feb 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administration, *Administrative Personnel, *Evaluation, *Higher Education, *Internship Programs, *Selection

Identifiers—*American Council on Education Internship Program

In 1964 the American Council on Education initiated an internship program for Fellows in Academic Administration. The purpose of the program was to enlarge the number, and to improve the quality of persons available to fill key positions in academic administration. This report presents and compares evaluation and selection information in the third year of the program with that from the first 2 years. Discussed are: (1) evaluation and selection procedures in the operational program; (2) background characteristics of the third-year groups; (3) evaluations at the home institutions; (4) the nominee evaluation process from nomination through interview; and (5) immediate postinternship followup studies. (AF)

ED 050 688 HE 002 188

Orwig, M. D., Ed.

Financing Higher Education: Alternatives for the Federal Government.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 71

Note—390p.

Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($3.00)

Document Not Available from EDRS.

Descriptors—*Educational Finance, Federal Aid, *Federal Government, Federal Programs, *Financial Support, Grants, *Higher Education, *Responsibility, Student Loan Programs

This monograph contains papers that deal in considerable detail with the major problems and proposals that are most frequently cited in discussions about the finance of higher education. The report is divided into four sections. Section 1: The Economic and Social Background, includes papers by Theodore W. Schultz on economic issues, by Mary Jean Bowman with a review of economic research, and by Christopher Jencks on the social issues. Section 2: Who Should Pay: Alternative Strategies for Financing Higher Education, includes papers by W. Lee Hansen and Burton A. Weisbrod (proposes that students and parents pay), by James L. Wattenbarger (proposes that society pay), and by Howard R. Bowen (suggesting that society, students and parents should jointly share the responsibility). Papers in Section 3: Alternatives for the Federal Government, deal with (1) loans for students, (2) tax credits for parents, (3) direct support for institutions, (4) direct grants and revenue sharing with the States, and (5) a discussion of the cost of higher education, a brief review of the history of educational finance and a proposal involving student grants, student loans, and institutional grants. Section 4: The Road Ahead, includes a paper by John P. Mallan on financial plans and political constituencies, and one by M.D. Orwig summarizing the issues. A bibliography is included in this report. (AF)

ED 050 689 HE 002 191

Lane, Frederick S.

Client-Based Patterns for Reforming Graduate Education.

Pub Date Apr 71

Note—9p.; Paper presented to the Annual Conference of the National Association of Schools of Public Affairs and Administration, Boulder, Colorado, April 16-18, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Course Evaluation, Course Organization, Curriculum Planning, *Decision Making, *Graduate Students, *Graduate Study, *Higher Education, Planning, Program Evaluation, *Student Participation

A recent study of doctoral programs in ten prestigious universities by Ann Heiss found that graduate students tend to be committed to their academic fields, attracted to the world of ideas, independent-minded, and concerned about the relevance of their disciplines to social problems. The study also found that graduate schools tend to be a stress-filled environment where the emphasis was rarely on teaching or learning, where the educational process was often dehumanizing, and where the fixation on grades and credits corrupted the meaning of graduate study. Since real education is self-initiated and continual rather than a system of classification and production based on external compulsion, and since the primary responsibility for learning rests with the individual rather than the institution, it is imperative that graduate education be changed and become student or client-based. This paper proposes six client-based patterns for graduate student participation in the academic decision-making that most affects them. These are: (1) self-determination of program; (2) student course initiation; (3) student involvement in planning course structure; (4) client evaluation of the educational system; (5) a graduate studies committee for the systematic investigation of the program; and (6) the replacement of the department by the academic commune as the learning unit of the school. (AF)

ED 050 690 HE 002 192

Thackrey, Russell I.

What's Behind the Rising Cost of Education?

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Spons Agency—American Coll. Testing Program, Iowa City, Iowa.

Pub Date 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Responsibility, *Costs, Economically Disadvantaged, Educational Finance, Financial Support, *Higher Education, Social Responsibility, *Student Costs, *Tuition, *Undergraduate Study

The costs of higher education have been rising rapidly as part of the general inflationary trend. But the price charged to students and their families for higher education has been going up even more rapidly than the basic costs. The low-tuition principle and the notion of public support of the operational costs of higher education are being eroded at a time when it is more crucial than ever to develop the nation's available talent to the maximum. Several prominent economists

have pointed out the fallacy of the myth that a high proportion of the cost of undergraduate education is paid for by society and have shown that students and their families now pay at least three-fourths of those costs, and often subsidize the graduate and professional programs. It is essential that at least at the undergraduate level the institutions of higher education move rapidly toward a lowering of instructional charges, and that programs of special aid to the economically disadvantaged be continued and substantially expanded. If society wants its young people to be conscious of the responsibilities to society of those who enjoy advanced education, it must for its part be socially responsible to them by keeping down the price tag on higher education. Higher education is not a commodity. (AF)

ED 050 691 HE 002 193
Harris, Evelyn J., Comp.
Governance of the University: A Selected Bibliography.
Pub Date 71
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Administrator Role, *Bibliographies, *Governance, Government Role, *Higher Education, *Responsibility, Student Participation, Trustees
This bibliography on university governance is divided into 3 major sections: (1) general and historical aspects; (2) objectives, organization, and structure; and (3) various roles in governance, including federal and state government roles, the California State System, the college or university president, faculty role, student participation, student activism, trustee responsibility, and the role of the alumni. The publications are listed by books, ERIC documents, and periodicals. (AF)

ED 050 692 HE 002 195
Astin, Alexander W.
Open Admissions and Programs for the Disadvantaged.
American Association for Higher Education, Washington, D.C.
Pub Date 16 Mar 71
Note—18p.; Address presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 16, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *College Admission, Credits, *Disadvantaged Youth, Grading, *Higher Education, Objectives, *Open Admissions, Special Programs
The point of view is taken that the issues of open admissions and programs for the disadvantaged can only be resolved if careful consideration is given to the desired objectives of the higher educational system: i.e., should we strive for outcomes that are egalitarian, elitist, remedial or what, and to the long-term implications of these various types of objectives for society. It is also important to recognize that whatever these objectives may be, the existing hierarchical arrangement of higher education institutions may not be the most effective means for achieving these objectives. The paper also raises questions about the relevance of current grading practices, and suggests replacing this system with some other form of assessment that will reveal changes in the students' performance. In addition, an argument is made for greater flexibility in the matter of credits and certification of students. These points are discussed within the general framework of this paper, which also deals with the effects of selectivity as presently practiced, the possibility of racial quotas, and the arguments against open admissions. (AF)

ED 050 693 HE 002 196
Werdell, Philip R.
Course and Teacher Evaluation.
National Student Education Association, Washington, D. C.
Pub Date Aug 67
Note—104p.
Available from—U.S. National Student Association, 2115 S Street, N.W., Washington, D.C. 20008 (Price $3.00)
Document Not Available from EDRS.
Descriptors—*Course Evaluation, Effective Teaching, *Evaluation, *Faculty Evaluation, *Higher Education, Questionnaires, Student Opinion, *Teacher Evaluation
This comprehensive analysis of course and teacher evaluation deals with the following topics: (1) a capsule history of course and teacher evaluation - where the ideas began and what trends have been established; (2) the right and worth of students' evaluation of courses and teachers, including how it relates to faculty academic freedom; and the accuracy of student opinion and its effectiveness; (3) the possible goals of course and teacher evaluation: including teacher effectiveness, increased awareness among all students of the possibilities for their own education, and general curricular reform; (4) what course and teacher evaluation by students can communicate in terms of course description, teacher effectiveness, and curriculum evaluation; (5) key procedural questions about course and teacher evaluation such as the effects of different types of distribution, collection, and analysis of questionnaires; and (6) how to implement course and teacher evaluation, including types of organization, ways to begin, how to involve faculty, administration and students, finances, questions to ask, procedural hints, and publicity. The appendices include sample questionnaires from unpublished and published programs, sample write-ups from published programs, and a case study of one unpublished program. (Author/AF)

ED 050 694 HE 002 199
Barriers to Higher Education.
College Entrance Examination Board, New York, N.Y.
Pub Date 71
Note—159p.; A College Entrance Examination Board Colloquium, held at Wingspread, Racine, Wisconsin, June 24-25, 1970
Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 ($3.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Achievement Tests, Aptitude Tests, *Disadvantaged Youth, Educationally Disadvantaged, *Equal Education, Financial Problems, *Higher Education, *Minority Groups, *Problems, Special Programs
This report includes the papers presented at the Colluquium and the responses to these papers. The papers dealt primarily with the most critical and urgent problems involved in equalizing opportunity for the minority/poverty groups in the United States and include: "Educational Opportunity and the Organization of Higher Education," by Warren W. Willingham; "Uses and Abuses of Scholastic Aptitude and Achievement Tests," by Alden Thresher; a response to the Thresher paper by Alexander W. Astin; "Open Admissions: Status, Trends, and Implications," by Timothy S. Healy; a response to the Healy paper by John D. Millet; "Predicting College Success of Educationally Disadvantaged Students," by Julian S. Stanley; a response to the Stanley paper by Kenneth B. Clark; "Personal and Institutional Assessment: Alternatives to Tests of Scholastic Aptitude and Achievement in the Admissions Process," by Winton H. Manning; a response to the Manning paper by High W. Lane; "Programs and Practices for Minority Group Youth in Higher Education," by Edmund W. Gordon; a response to the Gordon paper by Helen S. Astin; and "Lack of Money: A Barrier to Higher Education," by Humphrey Doermann. A list of participants concludes the report. (AF)

ED 050 695 HE 002 201
Schell, Robert E.
The Entering Freshman: A Student for the 70's; S.O.S. II.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date Sep 70
Note—24p.; Paper prepared for the Third Curriculum Coordinating Committee, State University College at Oswego, September, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Environment, *College Freshmen, College Students, Concept Formation, *Higher Education, *Orientation, *Semantics
The success of an orientation leader depends upon three things: an understanding of the college, an understanding of the entering student, and an ability to communicate and empathize. The purpose of this report is to examine the psychological world of the new student through the words he uses, the meaning they hold for him, and the impact they have on his behavior. A semantic differential was administered to a random sample of 103 members of the entering freshman class of the State University College at Oswego during the 1970 summer orientation program. Each participant rated 12 of the concepts on 6 scales, 2 evaluative, 2 potency, and 2 activity. These scales were so arranged that a subject could choose any one of 7 steps between the extremes. The results for each concept were averaged to yield 3 scores that would serve to locate the point in a semantic space for the total entering freshman class, and for males and females separately. The concepts were grouped in 4 clusters: (1) persons; (2) college; (3) social change; and (4) the future. (AF)

ED 050 696 HE 002 203
Etzioni, Amitai
Nine Aspects of the Policy of Open Admissions.
American Association for Higher Education, Washington, D.C.
Pub Date 16 Mar 71
Note—19p.; A revised version of a paper presented at the 26th National Conference on Higher Education, Chicago, Illinois, March 16, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Admission (School), *College Admission, Compensatory Education Programs, *Disadvantaged Youth, Financial Problems, *Higher Education, Junior Colleges, *Open Admissions, *Problems
The point of view taken is that an open admissions program does not exist, but that existing programs aim at expanding the basis of admission. Nine aspects of the program are discussed: (1) the question of "open admissions" or "expanded admissions" and the problem that economic forces remain powerful barriers to higher education; (2) the disturbing tendency to see the expanding admissions program as one for blacks or other disadvantaged groups; (3) the dilemma of maintaining academic standards; (4) the need for compensatory education; (5) the tenuous relationship between expanded admissions and improvement of social conditions; (6) the advantages of differential admissions; (7) the need for public support for 2-year colleges; (8) the need for an effective professional and vocational education mix in a liberal arts program; and (9) the need for a new type of teacher. (AF)

ED 050 697 HE 002 239
Schrag, Peter
Open Admission to What?
American Association for Higher Education, Washington, D.C.
Pub Date 4 Mar 70
Note—4p.; Address presented at the 25th National Conference on Higher Education, Chicago, Illinois, March 4, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Quality, Equal Education, *Higher Education, *Institutional Role, *Open Admissions, *Relevance (Education), *Universal Education
The question of who should go to college cannot be answered without the issue of disestablishment. Too many people and students are frustrated and blocked because there is no other place to go but college, and the college or university itself is becoming a less inviting place as time goes on. True, some institutions have instituted a policy of open admissions, only to throw half of those admitted out at the end of the first year; and others have instituted Black Studies programs, which are a direct imitation of the nonsense of the traditional curriculum. In the past, university admission was limited to relatively few, and the institution could maintain its mystique as the citadel of humanistic learning and concern. Now that the institutions of higher learning are admitting about half the high school graduates, it has become obvious that the university has always functioned as an agent of the state and of special political interest groups within it and that its elitism has less to do with the higher reaches of thought and culture than it does with the bourgeois aspiration of "making it." If there were really open admissions, then every individual would have to be given access to public support for education and opportunity. It would also mean that the university could not be the only avenue of entry, and that society should support also the education of those who didn't get into college. In addition, the academy must turn back

to its central function of making culture manageable and inventing forms of discourse, study, and analysis. (AF)

ED 050 698 HE 002 240
Community and Junior Colleges in Perspective.
Education Commission of the States, Denver, Colo.
Pub Date Apr 71
Note—4p.; Report of the Task Force on Community and Junior Colleges
Journal Cit—Higher Education in the States; v2 n3 p33-36 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Federal Legislation, *Guidelines, *Junior Colleges, Legislation, *State Legislation

Section I of this report on community and junior colleges contains the recommended general policy statement on the following issues: (1) the need for comprehensive community colleges; (2) the development of human potential; (3) career education; (4) the need for coordination; (5) the mutuality of interests of the public and private sectors; (6) faculty preparation and development; (7) federal assistance; and (8) the Carnegie Commission's report entitled "The Open Door Colleges". Sections II and III outline the principles for federal and state action respectively, relating to community-junior colleges. (AF)

ED 050 699 HE 002 241
Comprehensive Planning for Postsecondary Education.
Education Commission of the States, Denver, Colo.
Pub Date Apr 71
Note—5p.; Report of the Task Force on Statewide Comprehensive Planning for Postsecondary Education
Journal Cit—Higher Education in the States; v2 n3 p37-41 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Coordination, Educational Planning, *Federal Aid, Guidelines, *Higher Education, *Planning, *State Aid, *Statewide Planning

This report focuses on the essential need for statewide higher educational activities, regardless of the agency or agencies involved in this effort, and discusses in the introduction some of the issues that make it particularly urgent at the present time. The first section of the report makes recommendations intended as guidelines for drafting federal legislation related to the support of comprehensive statewide planning for postsecondary education. These include substantial and continuing matching fund commitments to each state engaged in a comprehensive planning effort, to be allocated to the state agency legally responsible for this effort, which in turn would administer the funds and have the right to allot part of these funds to other appropriate agencies engaged in planning. Section II of the report is concerned with the responsibilities of the states in support of effective statewide planning and makes recommendations to be used by the states in carrying these out. These include: financial commitment, a planning agency, widespread participation in the planning effort, and realistic budgets for planning. Section III discusses the types of planning essential on a statewide level and calls attention to the difference between the strategic and tactical phases of planning. Section IV deals with the need for effective coordination and governance. (AF)

ED 050 700 24 HE 002 245
Professional Socialization in Political Science Departments. Final Report.
Oregon Univ., Eugene.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-I-074
Pub Date Apr 71
Grant—OEG-9-70-0034(057)
Note—39p.; Graduate Socialization Project of the Department of Political Science
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Involvement, *Community Service Programs, *Higher Education, *Interdisciplinary Approach, *Research
Identifiers—*Tuskegee Institute

This report describes a demonstration project at Tuskegee Institute of interdisciplinary research that focused on small town development. The goals were the involvement of faculty and students in the practice of research, the stimulation of interdisciplinary thinking and planning, the involvement of faculty and students in the affairs of the surrounding community, and the enhancement of the status of college research activities through their utility for the community. This report describes: (1) the rationale for the operational objectives; (2) the methods of interdisciplinary contact; (3) the coordination, management, and budget; (4) the projects, which included architecture and survey research, a neighborhood priority study, a use of services survey, real estate assessment, an economic development seminar, and a black political study; (5) the administrative coordination, including faculty participation, curriculum development, and community implementation; and (6) the recommendations. Evaluations of the program, memorandums circulated concerning the program, and data sheets containing information about interests and concerns on the part of the community are included in the appendix. (AF)

ED 050 701 24 HE 002 246
MacNair, Ray H. *Siembieda, William*
Interdisciplinary Research Relating Community and College Activities. Final Report.
Tuskegee Inst., Ala.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-D-005
Pub Date Nov 70
Grant—OEG-49-100005-0006-057
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Attitudes, Faculty, *Graduate Students, *Higher Education, Political Science, *Socialization, Student Attitudes, *Student Teacher Relationship

This study of graduate student socialization in Departments of Political Science is based on data collected in 14 departments of broadly representative Ph.D. granting institutions in the U.S. All students and faculty in all departments were sent a questionnaire asking about their attitude toward the profession, their program of study, their relations with others in the department, and academic values. The mean values of student and faculty responses were correlated, and analyses were made of departmental, as well as individual differences. There appeared to be two "pure" types of departments. Type I departments had a high rate of interaction between students and faculty, accurate perceptions between the two groups, high morale on the part of the students, and relatively high disagreement between students and faculty on substantive and political matters. These departments also had higher student satisfaction with the relevance of their graduate training. Type II departments were the opposite in each case. Type I departments provided an environment that supported differences between faculty and students, while the hierarchical structure, lack of communication and low morale in the Type II departments led to conformity on the part of the students. (Author/AF)

ED 050 702 HE 002 247
Model Legislation on Student Residency.
Education Commission of the States, Denver, Colo.
Pub Date Apr 71
Note—3p.
Journal Cit—Higher Education in the States; v2 n3 p41-43 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, Legislation, *Models, *Nonresident Students, *Residence Requirements, *State Legislation

Because of the radical variance in residency requirements from state to state and sometimes from institution to institution, and because of several court cases involving this issue, the Education Commission of the States appointed a Committee to develop (1) a statement of principles for consideration in drafting legislation in connection with student residency and (2) sample model legislation incorporating these principles. The basic principles include: (1) setting basic qualifications for attaining residency status that reflect the basic qualifications of legal age and length of domicile in the state required of voters in that state; (2) providing a procedure whereby students who do meet these qualifications can earn residency status even though they may be currently enrolled; and (3) authorizing governing boards or other concerned agencies to enter into reciprocal agreements with similar agencies in other states for the exchange of students across state lines. The model legislation includes sections on: legislative intent; definitions; presumptions and rules for determination of status; regulations and appeal; waiver of tuition; quotas, standards, etc.; reciprocal agreements; and repeals. (AF)

ED 050 703 24 HE 002 248
McConnell, T. R. *Mortimer, Kenneth P.*
The Faculty in University Governance.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0248
Pub Date 71
Grant—OEG-6-10-106
Note—206p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*College Faculty, Conflict Resolution, Decision Making, *Faculty, *Governance, *Higher Education, *Participation, Responsibility, Teacher Administrator Relationship, Unions

The empirical basis of this monograph is intensive case studies of faculty participation in the governance of one large multipurpose state college and two large complex state university campuses. The chapters are concerned with faculty oligarchies (who rules and how), faculty-administrative and faculty-trustee relationships, external constraints on faculty and institutional decision-making, decentralization of decisionmaking, and administrative leadership and style. The final chapter supports the principle of representative government, proposes means of strengthening the viability and accountability of academic senates, recommends that faculty members holding divergent views should be included in organs of faculty government, comes down on the side of shared responsibility and authority rather than separate faculty and administrative jurisdictions, and concludes that faculty unionism and collective bargaining may prove to be inimical to governance by joint participation and rational debate. However, the normality of contention and even conflict is assumed, and methods are proposed for institutionalizing conflict. A general political model of decisionmaking is set forth. (Author)

ED 050 704 24 HE 002 293
Palola, Ernest G. *Padgett, William*
Planning for Self-Renewal: A New Approach to Planned Organizational Change.
California Univ., Berkeley. Inst. of Government Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0248
Pub Date Apr 71
Contract—OEC-6-10-106
Note—126p.
Available from—Center for Research & Development in Higher Education, 2150 Shattuck Avenue, 5th Floor, Berkeley, Calif. 94704 ($3.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Planning, *Educational Planning, Educational Sociology, *Higher Education, *Program Planning, Social Planning

This monograph presents the findings of a study of planning and change at 80 colleges and universities, private and public, located in four separate states--California, Florida, Illinois and New York. In Chapter I, different substantive crises now facing higher education are presented and discussed. The next chapter (II), analyzes planning styles as they relate to the crises in higher education. The majority of institutional planning speaks to problems of growth and efficiency of management, but little time is spent in planning on the more substantive problems in direction, structure, and programs. Chapter III concerns the mapping of conditions or correlates of different styles of planning. In essence, the chapter points up why some institutions, for example, small, homogeneous, liberal arts colleges, are better able to deal with educational matters in their planning. Chapter IV presents six brief institutional vignettes of different styles of planning. The objective of Chapter V is to "reach beyond planning," i.e., to determine what steps and conditions are needed for plans to become a reality. A fundamental problem in education is that far too often planning activities result in "a plan" but little implementation of plans. Finally, the last

chapter draws together the various impressions and insights gained via the study in order to suggest how institutions can better prepare themselves for continuous self-renewal. (CU)

ED 050 705 24 HE 002 295
Melville, George L.
Academic Decision Making: The Consortium of Knox, Franklin and Monmouth Colleges; Volumes I and II. Final Report.
Knox Coll., Galesburg, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-7-E-178
Pub Date Sep 70
Grant—OEG-1-7-070178-4299
Note—1125p.
EDRS Price MF-$0.65 HC-$39.48
Descriptors—Articulation (Program), *Consortia, Enrollment Trends, *Grading, *Higher Education, Institutional Research, *Interinstitutional Cooperation, Pass Fail Grading, *Planning, Program Development
This consortium of liberal arts colleges was instrumental in developing and coordinating their research capability through data processing. Forty research and academic development projects were undertaken. Of special importance: The Pass-Fail System, Study Habits in the Three-three calendar, Changing Trends in Attrition, The Weighing of High School Class Ranks, Development of a Long-Range Planning Model, Coordination of Graduation Check Accounting with Academic Development Records, Computer Orientation in Enrollment. Of twenty-five "seed grants" two have blossomed as funded research projects: Dr. Pillsbury's Development of a Computer Augmented Accounting Course received $29,000 from three sources. Dr. Ballard's program for Directing and Advising Political Science Majors received a $10,000 USOE Small Projects Research Grants. Proposals for two other projects are pending with USOE. (AF)

JC

ED 050 706 JC 710 141
Guidelines for Off-Campus Courses.
Rio Hondo Junior Coll., Whittier, Calif.
Pub Date Sep 70
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Facilities, Educational Objectives, *Educational Opportunities, *Extension Education, *Junior Colleges, *Off Campus Facilities, *Program Development, School Community Relationship
Identifiers—*California
As a result of a need for extended-opportunity programs and services and a legislative mandate in California Senate Bill 164, off-campus programs were developed to extend educational programs to all sections of the community and to accommodate students in off-campus locations. Rio Hondo College (California) developed guidelines in the following areas: nature of programs, criteria and procedures for course selections, minimum class size, site selections, staff recruitment and assignment, staff supportive facilities, registration procedures, and evaluation of off-campus programs. A total of 233 students in off-campus classes responded to questionnaires administered by instructors. Ten recommendations are made. (CA)

ED 050 707 JC 710 142
Smolich, Robert S.
The Status of Professional Education Courses/Programs Specific to the Two-Year College in Eighty-Two Schools of Education, 1969-70.
Pub Date 71
Note—11p.; Paper presented at the 1971 National Meeting of the American Educational Research Association's Special Interest Group for Community College Research held in New York City, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Educational Opportunities, Educational Programs, *Education Courses, *Junior Colleges, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Teaching Programs
A survey of the opportunities for the study of the 2-year college in 82 U.S. colleges' and universities' schools of education included the following information: courses offered, present and projected enrollment in courses, list of colleges and universities offering professional education courses and programs relating to the 2-year college, and a list of individuals associated with these programs. (CA)

ED 050 708 JC 710 143
Bailey, Gerald Douglass
Perceptions and Attitudes of Administrative and Counseling Staffs Toward Drug Use and Abuse in Nebraska Junior Colleges.
Pub Date Feb 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, *Counselor Attitudes, *Drug Abuse, Drug Legislation, *Junior Colleges, Lysergic Acid Diethylamide, Marihuana, *Narcotics
Identifiers—*Nebraska
Administrators and counselors at one private and six public junior colleges in Nebraska answered questions and offered their opinions on and knowledge of drug use and abuse in their colleges. Topics covered by this study include: kinds of student involved; extent of the problem on Nebraska junior college campuses; factors that influence students to engage in drug use; personal opinions about the effects of drugs; and suggestions for solving the problem. (CA)

ED 050 709 JC 710 144
Lombardi, John Quimby, Edgar A.
Black Studies as a Curriculum Catalyst.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Topical Pap-22
Pub Date May 71
Note—24p.
Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles 90024 (Price available on request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Black Community, Cultural Education, *Curriculum Development, *Ethnic Studies, *Junior Colleges, Negro Culture, *Negro Education, Negro History, Negro Literature, Urban Studies
This topical paper, which summarizes a survey of the development and implementation of Black Studies in the 2-year college, follows two other topical papers: Number 12, The Position Papers of Black Student Activists (ED 042 453); and Number 16, The President's Reaction to Black Student Activism (ED 046 390). The types of colleges that offer Black Studies courses and their geographical locations are indicated. In urban communities, more control over the institutions is passing to black administrators. The politics involved in this movement are discussed. Programs and courses aim to create self-respect for blacks by "building an identity rooted in American and African history and culture." A few community colleges have formulated institutional aims for their programs. The curriculum is generally divided into the following areas: historical, literary, cultural, socioeconomic, integrated courses, and minority- and urban-oriented courses. In questioning the relevance vs. excellence of the programs, challenges and responses to them are made concerning the quality of courses, qualification of instructors, and performance of students. (CA)

ED 050 710 JC 710 145
Darnes, G. Robert And Others
Exemplary Practices in Junior College Reading Instruction.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Report No—Topical Pap-23
Pub Date May 71
Note—18p.
Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles 90024 (Price available on request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior Colleges, *Reading, *Reading Development, *Reading Instruction, *Reading Programs
Identifiers—Iowa, Michigan, Missouri, Texas
This topical paper is fourth in a series prepared for reading specialists. Others in the series include: Number 18, Directions for Research and Innovation in Junior College Reading Programs; Number 20, Skill Development in Junior College Reading Programs; Number 21, Community College Reading Center Facilities; and Number 24, Training Faculty for Junior College Reading Programs. Reading instructors at four colleges: Penn Valley Community Junior College (Missouri); Odessa College (Texas); Lake Michigan College (Michigan); and Iowa Central Community College (Iowa) submitted general descriptions of reading materials and practices at their institutions. Each college represents a different approach to admission of students and method of instruction. The reading programs of a junior college reflect the needs of students, the philosophy of the college, the goals of instructors, and the resources at hand. (CA)

ED 050 711 JC 710 146
Kazmierski, Paul R.
Training Faculty for Junior College Reading Programs.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Report No—Topical Pap-24
Pub Date May 71
Note—18p.
Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles 90024 (Price available on request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior Colleges, Preservice Education, Professional Education, *Reading Instruction, *Reading Programs, *Teacher Education, *Teacher Experience
This is the final topical paper in a series for reading specialists. Others in the series include: Number 18, Directions for Research and Innovation in Junior College Reading Programs; Number 20, Skill Development in Junior College Reading Programs; Number 21, Community College Reading Center Facilities; and Number 23, Exemplary Practices in Junior College Reading Instruction. A failure of junior college reading programs is reported, caused in part by inadequately trained and/or unenthusiastic teachers. The background, experience, duties, and responsibilities of present faculty are reviewed. Suggestions are offered for the improvement of junior college teacher preparation programs, notably in reading instruction. Recommendations are made to: (1) visit and study the community college reading programs in operation; (2) formulate plans for realistic training programs at the master's and doctoral level; and (3) initiate these programs and continually re-evaluate their relevance. (CA)

ED 050 712 JC 710 147
Brightman, Richard W.
Strategies for Change, Part IV: Comparing Instructional Effectiveness.
Coast Community Coll. District, Costa Mesa, Calif.
Pub Date Jun 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Effective Teaching, *Evaluation, *Instruction, *Junior Colleges, Program Evaluation, Teaching Methods
Identifiers—California
This report is the last in a four-part series of Strategies for Change. It offers examples for comparing the effectiveness of different instructional systems and of instructional evaluation in general. The first evaluation, on remedial English procedures, compares the effectiveness of instruction in English 1A freshman composition in terms of attrition rates. In the next, two comparisons of computer-assisted learning serve as examples of evaluating different instructional systems in terms of meeting objectives as measured by an examination. Finally, a number of informal evaluative efforts are reported that deal primarily with the solicitation of student opinion on the effectiveness of a learning situation. (Author/CA)

ED 050 713 JC 710 148
Campbell, Gordon
Community Colleges in Canada.
Pub Date 71
Note—346p.
Available from—McGraw-Hill Company of Canada Limited, 330 Progress Avenue, Scarborough 707, Ontario, Canada ($6.00)

Document Not Available from EDRS.
Descriptors—*Directories, *Educational Development, *Educational History, *Foreign Countries, *Junior Colleges
Identifiers—*Canada
This book includes a comprehensive directory of all community colleges and related institutions in Canada as well as a discussion of the history and development of th community college movement in Canada. Data are based on community college presidents' responses to mailed questionnaires, unstructured interviews, and press clippings pertaining to individual colleges. (CA)

ED 050 714 JC 710 149
Jansen, U. H.
Music Curricula in the Junior Colleges.
Pub Date [71]
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior Colleges, *Music Activities, *Music Education, *Surveys
An assessment is made of the scope of music education, including dance and opera, in junior colleges during the 1969-70 academic year. A questionnaire was mailed to the chairmen of music departments in 200 2-year colleges. Of the 154 who responded, 109 reported accredited transfer music programs and 29 reported offering music courses and experiences of a non-transfer type. The schools surveyed supplied information on music education in the following areas: (1) number and variety of course offerings; (2) total enrollment in music courses; (3) education, experience and status of music faculty; and (4) extent of non-credit, community-service music events. (CA)

ED 050 715 JC 710 150
Robbins, William A., Comp. *Martorana, S. V., Comp.*
Proceedings of the Conference on Student Development in the Community Colleges: Directions and Designs for the Seventies.
State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Pub Date [70]
Note—113p.; Proceedings of a conference sponsored by the Two-Year College Student Development Center and the Office of the Vice-Chancellor for Two-Year Colleges, State University of New York, March 9-10, 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Attitudes, *Collective Bargaining, *Disadvantaged Youth, *Educational Finance, *Junior Colleges, Student Characteristics, *Student Personnel Services
Identifiers—*New York
This report of a March 1970 conference on student development in community colleges includes the papers presented and the major points of discussion that followed each presentation. Speakers focused on the present situation, but kept an eye to the future. Among the topics considered were: some student characteristics and their implications for student personnel; community colleges and the disadvantaged student; a president's and trustee's view; financing community college education; and collective bargaining and the college student. (CA)

ED 050 716 JC 710 151
Cohen, Irving
Profile of BMCC's First Open Admissions Entry Class, Fall 1970.
City Univ. of New York, N.Y. Borough of Manhattan Community Coll.
Pub Date Apr 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Admission (School), *Admission Criteria, *Educational Change, Family Characteristics, *Junior Colleges, *Open Enrollment, Racial Distribution, Socioeconomic Background, *Student Characteristics
Identifiers—*New York
The first Borough of Manhattan Community College open-admissions entry class of Fall 1970 was compared with previous classes. The following characteristics were studied: personal, academic, socioeconomic, and family. The massive influx of new students necessitated adaptive educational and administrative behavior. Evaluative research, which is planned to be continuous, was undertaken in three areas: educational challenge posed by the new student body; institutional response; and measurement of learning. (CA)

ED 050 717 JC 710 152
Malik, Joseph A., Ed. *Shay, Thomas M., Ed.*
A Workshop in Community College Administration: Proceedings 1970.
Colorado Univ., Boulder. Higher Education Center.
Pub Date [71]
Note—43p.; Proceedings of a conference sponsored by the Mountain-Plains Community College Leadership Program, July 20-31, 1970, Boulder, Colorado
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Problems, *College Role, *Educational Administration, *Educational Objectives, Federal Programs, *Junior Colleges, Management Systems, School Community Relationship, Student Personnel Services
The purpose of this workshop, composed of 22 participants representing public and private institutions in eight states and the District of Columbia, was to provide an over-view of many important areas of concern to the community college administrator. They include the role of community colleges in higher education, trends in the community college movement, expectations of the colleges by business and industry, establishing and developing new community colleges, student personnel services, federal programs, and management information services. (CA)

ED 050 718 JC 710 153
Brightman, Richard W.
Evaluating the Division Chairmen Leadership Conference of 1970.
Coast Community Coll. District, Costa Mesa, Calif.
Pub Date [71]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Administrator Evaluation, *Conference Reports, *Department Directors (School), *Junior Colleges, *School Organization
Thirty-three division chairmen from community colleges across the United States participated in an August 1970 conference whose purpose was to serve specific personal and interpersonal, group, and instructional systems objectives and to prepare specific guidelines for leadership in improvement of curricula and instruction in community colleges. The conference, sponsored by the League for Innovation, proved to be a successful pilot project. The topics of the conference were: (1) emerging role of the division chairman as an educational leader; (2) his relations with faculty, administration, and students; (3) innovation for improved instruction; (4) group experience; (5) effect of administrative problems on teachers; and (6) development of insight and skill in divisional management. Evaluation of the conference was made by: (1) tabulation and narration, which appear in the conference syllabus (not included in this report); and (2) a survey conducted after one academic year to see if the participants perceived changes in their own leadership ability as a result of attending the conference. (CA)

ED 050 719 JC 710 154
Wattenbarger, James L. *Christofoli, Luther B.*
State Level Coordination of Community Colleges: Academic Affairs.
Florida Univ., Gainesville. Inst. of Higher Education.
Pub Date May 71
Note—29p.; A publication of the Southeastern Community College Leadership Program with the help of a grant from the W. K. Kellogg Foundation
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Coordination, *Educational Coordination, *Junior Colleges, *State School District Relationship, *Statewide Planning
This report focuses on the increasing number of problems clustered around state coordination of academic programs in community colleges. State directors and their staffs are becoming concerned with preventing duplication and ineffectiveness and with positive long-range planning. Data are based on questionnaires mailed to state agencies responsible for community colleges in the 50 states. Those 44 states who responded report a variety of approaches to the coordination of community college affairs. They range from formalized and multiple approaches to ad-hoc committees and informal arrangements. No conclusions can be drawn between the size of a state system and the degree of academic coordination. (CA)

ED 050 720 JC 710 155
Maier, Robert O.
Some Variations in Probabilities of Success, Failure and Dropout.
Pub Date 71
Note—26p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Academic Failure, Autoinstructional Aids, *Dropout Prevention, *Dropout Research, *Dropouts, *Junior Colleges
Identifiers—California
The ultimate purpose of studying the problem of students dropping courses is to develop a method of minimizing their number and maximizing the number of those succeeding in courses. The purpose of this preliminary study is to analyze presently available data in terms of success, failure, and dropping of courses. Data were obtained from the grade records in all math courses taught at El Camino College (California) from the fall 1963 semester through the fall 1970 semester. Results indicate that: (1) success increases and dropouts decrease as students progress through mathematics courses; and (2) the dropout problem is one for the student, counselor, and teacher. It is the author's intention to attack this problem through the use of self-instructional material. He recommends that all community college instructors examine the success, failure, and dropout rates in their classes and make an effort to increase successes and decrease dropouts. (CA)

ED 050 721 JC 710 157
Lahti, Robert E.
Harper College Organizational Development and The Implementation of a Management by Objectives System in an Educational Environment.
William Rainey Harper Junior Coll., Palatine, Fla.
Pub Date Apr 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Educational Administration, *Junior Colleges, *Management, *Management Systems, Organization, *Personnel Management
Identifiers—Illinois
The principal emphasis in Management by Objectives (MBO) in education and other industries is on management planning and problem solving. Organization development attempts to integrate individual needs for growth and development with organizational goals and objectives in order to make a more effective organization. MBO is used to help eliminate or minimize barriers which prevent release of human potential within an organization. Advantages of MBO for personnel and the organization are noted in this report. Suggestions are made for MBO implementation. MBO is discussed as it applies to some aspects of William Rainey Harper College's (Illinois) organization. (CA)

ED 050 722 JC 710 158
Maxwell, L. M. *And Others*
University-Two Year College Cooperation Through Direct Communication Linkages.
Colorado State Univ., Ft. Collins.
Pub Date [70]
Note—16p.; Paper presented at the National Science Foundation, Division of Undergraduate Education in Science, Combined UES Project Directors Meeting, February 12, 1970, Washington, D. C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Programs, *Automation, College Credits, Computer Science, *Engineering, Experimental Programs, *Junior Colleges, Mathematics, *Transfer Policy, Transfer Programs, Vocational Education
Identifiers—*Colorado
Colorado State University launched an experimental program, CO-TIE (Cooperation via Televised Instruction in Education), with one other 4-year college and five 2-year colleges in the state. The program was designed to ease the transition of junior college transfer students in engineering and other professional disciplines to a 4-year college. It was hoped to alleviate the lack of realistic agreements on common core curricula and transfer credit arrangements between 2- and 4-year colleges. The program employs modern

automated educational techniques such as videotapes, electronic blackboard-by-wire, and other low-data-rate transmission devices for courses in mathematics, computer science, and vocational education. The mechanics of the instructional process is discussed. (Author/CA)

ED 050 723 JC 710 159
Heinze, Michael C. Daniels, Jack L.
The Transfer of Students Into Community Colleges.
Pub Date [70]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *Higher Education, *Junior Colleges, *Students, *Transfer Policy, Transfer Programs, Transfers, *Transfer Students
The idea of the community college as a second chance or "salvage" institution is discussed in this report. The study explores: (1) how many reverse transfer students (those who transfer from a 4-year to a 2-year institution) are enrolled in community colleges in the United States; (2) problems these students may encounter in transition; and (3) the implications the findings may have for community colleges. The survey showed that 9.44 per cent of the student populations at 46 community colleges affiliated with the American Association of Junior Colleges are reverse transfer students. It is recommended that student personnel and instructional staffs examine their methods for assisting these students and that colleges increase their institutional research in this area. (CA)

ED 050 724 JC 710 160
Brawer, Florence B.
Values and the Generation Gap: Junior College Freshmen and Faculty.
American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Monograph-11
Pub Date Jun 71
Note—77p.
Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Beliefs, Democratic Values, Ethical Values, *Generation Gap, *Junior Colleges, Middle Class Values, Moral Values, Social Values, *Student Attitudes, *Teacher Attitudes, *Values
Identifiers—*California, Rokeach's Values Scales
This comparison of values held by junior college freshmen and faculty is part of a larger study being conducted by the ERIC Clearinghouse for Junior Colleges to develop guidelines for institutional assessment and/or program development. Part I of this monograph discusses the generation gap as it applies particularly to values and goals of American college students. Included are: definitions of belief systems; approaches used to assess them, notably the Rokeach Terminal and Instrumental Value Scales; and pertinent research and rationale for incorporating a study of values into an analysis of the community college. Part II describes the basic rationale and results of this investigation. The student and faculty populations surveyed come from three Los Angeles area junior colleges, each respectively embodying the characteristics of an urban, suburban, and rural school. Most notably, it was found that: (1) the actual role of student or teacher seems to affect a value system more than the other variables of sex, designated major, and age; and (2) values do indicate one potentially fruitful way of examining people. It is hoped that by examining value differences, ways may be found to better understand people who function in our systems of education. (Author/CA)

ED 050 725 JC 710 161
Park, Young
Junior College Faculty: Their Values and Perceptions.
American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Monograph-12
Pub Date Jun 71
Note—75p.
Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beliefs, Ethical Values, Institutional Environment, *Institutional Role, *Junior Colleges, Moral Values, *Personality Assessment, Personal Values, Social Values, *Teacher Attitudes, *Values
Identifiers—*California
The value systems of faculty at three junior colleges in California (each representing an urban, rural, or suburban character) are compared, and the institutional personality of each college is described in terms of the perceptions held by its instructors. The specific purposes of this study are to: (1) identify the values held by 238 staff members at these three colleges; (2) identify institutional contrasts in value ranking patterns; (3) determine staff members views of the junior college environment and their roles in it; and (4) determine the relationship between their values and their perceptions of junior college purposes and functions. This study is considered only a pilot study, but it revealed that institutional personalities of junior colleges are created by the value orientations of their staff and that the perceptions and values of staff can determine whether an institution succeeds or fails in achieving its objectives. (CA)

ED 050 726 JC 710 162
Miami-Dade Junior College Academic Accounting System.
Miami-Dade Junior Coll., Fla.
Pub Date [71]
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Instructional Programs, *Junior Colleges, *Program Budgeting, *Program Planning, Resource Allocations, *School Accounting
Identifiers—Florida
The academic accounting system developed at Miami-Dade Junior College (Florida) is intended to aid in the instructional planning process. The objectives of the system are to: (1) compare various organizational arrangements for instruction; (2) provide a basis for the development of a cost effectiveness analysis system for instruction; (3) provide a system for planning various instructional arrangements; and (4) provide faculty with tools for planning instructional programs within known financial parameters. A semester-hour was decided on as a common measure for comparison. Accounting must include the following faculty activities: presentation, supervision, planning and development, administration and management. Additional considerations must be made for: teaching assistants, conversion to dollars, and additional services. A workbook format is presented with examples of academic accounting planning forms and a course instructional plan. (CA)

ED 050 727 JC 710 163
Preus, Paul K.
An Analysis of Educational Status, Needs, and Aspirations of Professional Personnel in Alabama Junior Colleges. Final Report.
Auburn Univ., Ala.
Pub Date Jun 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Background, Administrator Characteristics, Graduate Study, Inservice Education, Inservice Teacher Education, *Junior Colleges, *Professional Education, *Teacher Background, Teacher Characteristics, *Teacher Education
Identifiers—*Alabama
This report of a survey of 1100 full- and part-time Alabama junior college faculty and administrators can be used as a model to measure junior college professional personnel's educational backgrounds, and to assess their needs and desires for furthering their professional and/or graduate education. A complete survey questionnaire is included. (CA)

ED 050 728 JC 710 164
Proposal for a Job Preparedness Center at Saltville, Virginia.
Virginia Highlands Community Coll., Abingdon.
Pub Date [71]
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Adult Education, Adult Vocational Education, Community Services, Counseling Programs, *Job Training, *Junior Colleges, Learning Laboratories, *Retraining, *School Community Relationship, Vocational Education
Identifiers—*Virginia
This report offers a fine example of a community college responding to a community need. Virginia Highlands Community College (Virginia) proposes establishment of a job-preparedness center at Saltville, Virginia (a small company town), to provide training that will equip approximately 600 workers for new jobs in the area after the existing chemical plant closes. The center is expected to provide training in basic communication skills, reading and mathematics, and detailed training for specific jobs. Activities will be coordinated with other local, state, and federal agencies to avoid duplication and assure maximum benefits. The following aspects of the center are discussed: proposed schedule for the project, proposed budget and personnel supplement, evaluation criteria, counseling, job training, and adult basic education. The center will be in operation by September 1971, and completed by September 1973. (CA)

ED 050 729 JC 710 165
Callis, Robert
Final Technical Report on the Institute for Advanced Study in Student Personnel Work.
Missouri Univ., Columbia.; Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Institutes (Training Programs), *Junior Colleges, *Leadership Training, *Professional Personnel, Student Personnel Services, Student Personnel Work, *Student Personnel Workers, Supervisory Training
Identifiers—Missouri
This document reports the planning, implementation, and evaluation of a 9-month institute held at the University of Missouri-Columbia to prepare participants (approximately 20) for leadership positions in student personnel work at junior colleges and technical institutes. The following aspects of the instructional program are discussed and evaluated: (1) experiences built around a section of 10 students and a professor; (2) didactic courses taught within the institute or outside the institute in the regular university offering; and (3) institute seminars. Specific areas in which each participant was expected to develop reasonable competence were: human behavior, environmental influences, educational and psychological measurement, counseling theories and methods, statistics and research methods, higher education, and student personnel work. The institute was rated as successful by student participants, teaching faculty, and a team of evaluators. Various organizational aspects of the program are presented. (CA)

ED 050 730 JC 710 166
Cline, Terry A.
A Comparison of the Readability of Community College Textbooks with the Reading Ability of the Students Who Use Them.
Pub Date 71
Note—22p.; Paper prepared in conjunction with the EPDA Institute for Advanced Study in Student Personnel Work, University of Missouri-Columbia, Sept. 8, 1970 through May 31, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior Colleges, *Readability, Reading, *Reading Ability, Reading Level, Reading Materials, *Student Ability, *Textbooks, Textbook Selection
Identifiers—Dale-Chall Readability Formula, Missouri, Nelson-Denny Reading Test, Revised Edition
This study, conducted at a community college in mid-Missouri, compared the reading ability of students with the readability of the textbooks (aside from technical books) used in their classes. There were a total of 17 textbook/class comparisons. The reading level of students was determined by the Nelson-Denny Reading Test, revised edition, and readability of texts was determined by the Dale-Chall Readability formula. It was found that 52 per cent of students studied had reading abilities below the grade-level placement of the textbooks used in their classes. The mean reading ability grade level for freshmen was

12.6 while the mean readability grade level of texts was 13. It is recommended that: (1) community college faculties review their means of textbook selection, utilizing a readability formula and/or analysis; (2) where a range of reading ability exists, two or three texts at different readability levels should be used; (3) other classroom aids should be used to augment and clarify text materials; and (4) reading and study skills programs should be instituted. (CA)

LI

ED 050 731 LI 001 333
Von Bodungen, Sue B., Ed.
Library Lectures Numbers Five, Six, Seven, and Eight, November 1966 - October 1967
Louisiana State Univ., Baton Rouge. Library.
Pub Date 68
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cataloging, *Classification, Conference Reports, Curriculum, Librarians, Library Acquisition, *Library Collections, *Library Education, *Library Material Selection, Library Reference Services, Library Schools, *Library Services
Identifiers—Dewey Decimal Classification, Library of Congress
The first lecture on some experiences in library surveys and classification concludes that reclassification or acceptance of the Library of Congress system provides an opportunity for librarians to reevaluate their organizational patterns of work, to make clear decisions about policies of work and to remove deadwood from the collections. The national program for acquisitions and cataloging described in the second lecture presents the potentials of developing a central source of bibliographic information on all materials of value to scholarship published throughout the world. The lecture on myths and realities in library education: the blue stamp syndrome and the library schools proposes changes in present curricula to prepare the librarians for the realities of present library positions. The improvement of book collections for academic libraries outlines methods and responsibilities for imporvement and stresses the importance of library collections as the base from which an informed individualized service can proceed. (A related document is LI 002 818.) (AB)

ED 050 732 LI 001 815
Samore, Theodore
Library Statistics of Colleges and Universities, 1963-1964. Analytic Report.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-15031-64
Pub Date 68
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, Interlibrary Loans, Librarians, *Library Collections, Library Expenditures, Library Facilities, *Management, Microforms, *Salaries, *School Libraries, *Statistical Data, University Libraries
Identifiers—*Library Statistics
The series of analytic reports on management and salary data of the academic libraries, paralleling the series titled "Library Statistics of Colleges and Universities, Institutional Data," is continued by this publication. The statistical tables of this report are of value to administrators, librarians, and others because: (1) they help round out the picture of National library resources, (2) they provide a factual basis for comparing library resources and services with ALA - recommended standards, (3) they are useful in the formulation of budgets and self-studies, (4) they provide basic data for further research in the development of academic libraries and (5) they provide guidelines for accrediting associations and academic library consultants. The following items are covered for the first time in this report: (1) volumes withdrawn, (2) physical units of various types of microforms, (3) number of interlibrary loan transactions and (4) library operating expenditure per full-time equivalent (FTE) faculty members. (Author/NH)

ED 050 733 LI 002 792
Harvey, James A.
Librarians, Censorship and Intellectual Freedom; An Annual Annotated, Comprehensive Bibliography, 1968-1969.
American Library Association, Chicago, Ill.
Pub Date 70
Note—47p.
Available from—American Library Association, Office of Intellectual Freedom, 50 E. Huron St., Chicago, Ill. 60611 ($1.25)
Document Not Available from EDRS.
Descriptors—*Academic Freedom, Bibliographies, *Censorship, *Civil Liberties, Information Needs, Librarians, Library Collections, *Library Material Selection, Library Programs, Library Services, *Library Standards
Identifiers—*Intellectual Freedom, Library Bill of Rights, Library Role
The main subject headings into which this bibliography is divided are: (1) Principles of Intellectual Freedom, (2) Practice of Intellectual Freedom; (3) Defense and Support of the Library Bill of Rights; (4) Censorship, the Law and Obscenity; (5) Activities Related to Intellectual Freedom and (6) Intellectual Freedom and Censorship in Related Fields. A list of other bibliographies and one of periodicals on this subject are also included. The bibliography contains approximately 226 citations of articles which were published during 1968-69. (JN)

ED 050 734 LI 002 793
Robisheaux, Judy
The Federal Library Committee.
Pub Date May 71
Note—63p.; Submitted in partial fulfillment of the requirements for the degree of Master of Library Science in the Graduate School of the Texas Woman's University, School of Library Science
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advisory Committees, Committees, *Government Libraries, *Information Utilization, Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Research, Library Services, Policy Formation, Problems
Identifiers—*Federal Library Committee, Library Committees
The history, goals, organization and achievements of the Federal Library Committee (FLC) are examined in this graduate paper. A brief initial section relates the history of the Committee from the first recognition of its necessity through its planning, official creation and establishment of responsibilities, organization and funding. The body of the report seeks to describe the scope and achievements of the Committee by examining the projects of each of the ten individual task forces which compose its working structure: Acquisition of Library Materials, and Correlation of Federal Library Resources; Automation and Other Cooperative Services; Procurement of Library Materials; Public Relations; Role of Libraries in Information Systems; Recruiting of Personnel in Federal Libraries; Education; Physical Facilities; Inter-Library Loans; and Federal Libraries and Standards for Federal Library Service. The achievements of work groups outside the task force structure are also briefly summarized. The report concludes with a summary of major areas of concern of the FLC as a whole during the year 1970 and a prediction of possible directions of development in the future. (JN)

ED 050 735 LI 002 794
Public Information and the Library.
Missouri State Library, Jefferson City.
Pub Date [71]
Note—50p.
Available from—Missouri State Library, Public Information Department, 308 East High Street, Jefferson City, Missouri 65101 or Missouri Library Association, Executive Office, 10 South 7th Street, Columbia, Missouri 65201
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Relations, *Information Dissemination, Library Services, *Publicize, *Public Libraries, *Public Opinion, *Public Relations, Television Commercials
In addition to serving the intellectual, the arty, the scholar, the housewife, and children, the library must take positive steps to update its public relations (PR) posture if it is to reach the great mass of the population who currently feel the library is not for them. The many and varied approaches possible in a good PR program include: (1) a series of ads featuring library personnel; (2) testimonials by the power group, blue-collar workers, clergy, teachers, civic officials, tradespeople and businessmen; (3) a library-sponsored panel quiz and (4) speeches by the librarian to community groups on current community problems such as environmental pollution. (MF)

ED 050 736 LI 002 795
Hough, Roger W.
Information Transfer in 1990.
American Inst. of Aeronautics and Astronautics, New York, N.Y.
Spons Agency—National Aeronautics and Space Administration, Moffet Field, Calif.
Report No—AIAA Paper 70-443
Pub Date 70
Note—11p.; Paper presented at the AIAA 3rd Communications Satellite Systems Conference, Los Angeles, California/April 6-8, 1970
Available from—American Institute of Aeronautics and Astronautics, 1290 Avenue of the Americas, New York, N.Y. 10019 (Members $1.00, Nonmembers, $1.50)
Document Not Available from EDRS.
Descriptors—Automation, *Communications, *Growth Patterns, *Information Dissemination, *Information Science, Information Systems, *Library Services, Prediction, Technological Advancement
Identifiers—*Information Transfer, Library Automation
Results of a recent study of potential demand for electronic information transfer services in 1970-1990 are presented. Projections are made for new services such as electronic mail, remote library browsing, checkless society transactions, video telephone and others, as well as conventional services such as telephone, telegraph and network program transmission. The principal method used was one of determining a valid projection parameter specific to each service, using past trends including analogous logistic growth curves to project demand for the services, then combining the requirements into common categories such as voice, video, record and data, and written material. Major conclusions of the study indicate that, while voice will continue to dominate in terms of input to a total (both local and long distance) "U.S. information system," other potential services will also generate large amounts of information transfer. (Author)

ED 050 737 LI 002 796
[Conference on Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968. Part I: Short Summary of Papers and Proceedings. Part 2: Summary of Recommendations.]
State Univ. of New York, Albany.
Pub Date 68
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, *Indexing, Information Science, Information Services, *Library Research, *Library Science, *Library Services, Research
Identifiers—Bibliographic Control, *Library Science Literature
The first section of this report contains a short summary of the papers and proceedings of this Conference which was initiated and directed by the University Library and sponsored by the Library Education Division of the American Library Association. Ten working papers were distributed prior to the Conference and served as a background to the discussions held by the authors and the other major participants during the first two sessions. The final day was devoted to the preparation and discussion of recommendations for improving library and indexing services for the field of library and information science. The second section provides recommended courses of action for the improvement of existing indexing and library services, new ventures, research and development, and leadership. (see also LI 002 797 through 002 807). (AB)

ED 050 738 LI 002 797
Mitchell, David, Ed. Choate, Beverly, Ed.
Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968. Proceedings.
State Univ. of New York, Albany.
Pub Date 70

Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographic Citations, Conferences, *Information Science, *Library Science
Identifiers—Bibliographic Control, *Library Science Literature
The discussions during the two-day sessions on the ten working papers which had been previously submitted to the attendees are reported. The formal high point of the Conference came during the small group work sessions which were not recorded. Each group reported the results of its discussions, in the form of recommendations, to the final full session of the Conference. The reports of the six work groups and the discussion at the final session were the basis for the final Summary of Recommendations issued by the Conference Editorial Committee. (In addition to these "Proceedings" see also: Summary of Recommendations, Short Summary of Papers and Proceedings, and the working papers, which are available as LI 002 796, 002 798 - 002 807.) A list of participants is included in this report. (AB)

ED 050 739 LI 002 798
Corrigan, Philip R. D.
A Model System of Bibliographic Organization for Library Science Literature.
State Univ. of New York, Albany.
Pub Date 68
Note—50p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracting, *Bibliographic Citations, Conferences, Indexing, Information Needs, Information Science, Information Services, *Library Science, *Models, Publications, *Use Studies
Identifiers—*Library Science Literature, Primary Literature, Secondary Services, Union of Soviet Socialist Republics, USSR
The first section establishes a working definition of library science and outlines the existing publications patterns of library science information. The existing system of bibliographic organization is examined in detail and services provided in the U.S.S.R. are described as an example of a systematic attempt at world coverage. In late 1967, efforts were so diverse that no one service (or group of related services) provided reliable coverage of current information. The existing literature on the attitudes of the user of library science information is reviewed, together with literature on more general aspects concerning the publications covering the field. The second section which deals with steps toward a model scheme is mainly concerned with the needs of the English language bloc. The establishment of an International Study Group is suggested to study library science information problems with the three main tasks of: 1) a survey of information needs, producing a user profile; 2) a survey of information patterns, producing an information profile and 3) a comparison of the two profiles leading to the construction of a master scheme of information services to cover both primary and secondary services. (see also LI 002 796 - 797 and 002 799 - 002 807). (Author/AB)

ED 050 740 LI 002 799
Harris, Michael H.
Fugitive Literature in Library Science: American Library History as a Test Case.
State Univ. of New York, Albany.
Pub Date 68
Note—20p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, A Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American History, Bibliographies, Conferences, *History, Indexes (Locaters), Indexing, *Information Needs, Library Collections, *Library Research, *Library Science, Research Problems
Identifiers—*Library Science Literature, Pennsylvania
The interdisciplinary nature of the literature of American library history indicates that much of the best literature in the field is published in journals which do not fit within the familiar confines of "Library Literature." To illustrate the difficulties, a bibliography of 170 items relating to Pennsylvania library history was checked against "Library Literature," "Writings on American History," and "America: History and Life." Only 93 of the 170 entries were located in these sources. The author suggests broadening the coverage of "Library Literature," publication of an annual review of the literature of American library history, and the preparation of a comprehensive bibliography of American library history, as remedies for this lack of coverage. The author concludes that the absence of these essential tools has hindered collection building in the field and has led to considerable duplication of research. (Related papers appear as LI 002 796 - LI 002 798 and LI 002 800 - LI 002 808.) (Author/AB)

ED 050 741 LI 002 800
Herling, John P. Lazorick, Gerald J.
Proposal for a Current Awareness Service for the Literature of Library and Information Science.
State Univ. of New York, Albany.
Pub Date 68
Note—27p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Computers, Conferences, Government Publications, Information Needs, *Information Science, *Library Science, *Permuted Indexes, Scholarly Journals, Vocabulary Development
Identifiers—Keyword Out of Context, *Library Science Literature, Machine Readable Data
To meet the need for quick access to the literature, and to obtain more effective communication among librarians, information scientists, mass communication specialists, operations analysts, and behavioral scientists, the authors propose a KWOC (Key-Word Out-of-Context) Index using existing machine-readable bibliographical data, such as supplied by the Institute of Scientific Information and Pandex, supplemented by in-house conversion of core journals and U.S. Government Research Reports. Some 340,000 items (annually) would be matched against a set of authors' names, journal titles, and index terms or groups of terms, the latter weighted to eliminate false drops. Preliminary computer output would be manually screened, then matched against an open vocabulary to provide the output in the form of a monthly printed bulletin arranged by subject, with an author index. (Related documents are LI 002 796 - 002 799, and LI 002 801 - 002 807). (Author)

ED 050 742 LI 002 801
Hines, Theodore C.
Vocabulary Control in Indexing the Literature of Librarianship and Information Science.
State Univ. of New York, Albany.
Pub Date 68
Note—25p.; Paper prepared for the Conference on Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citation Indexes, Classification, Conferences, Indexes (Locaters), *Indexing, Information Needs, *Information Science, Library Research, *Library Science, Models, Permuted Indexes, Problems, Subject Index Terms, Thesauri, *Vocabulary Development
Identifiers—Bibliographic Control, *Library Science Literature
Problems in indexing library and information science literature occur because of the speed of introduction of new terms, the nature of class headings, and the uncertain terminology of the field. Vocabulary control requires control over the concepts selected (the depth of indexing), the form of expression of concepts and the syndetic apparatus of the index. The context in which vocabulary terms appear, subject and aspect, subject and class entry, other types of entries (author, title, series, etc.), depth of indexing, citation and keyword indexing, centralized and decentralized indexing, subject lists and thesauri, subject heading and classification are discussed. Indexing research ignores the codified record of past indexing experience including that of library subject heading work, which is the most carefully codified and tested, because of its use for a relatively shallow form of indexing. Ten general guidelines for planning indexing services for the literature are formulated, and aid to "Library Literature" for exploring new production methods and research, and expansion in staff, depth and scope, to produce a model index is proposed. (Related documents are LI 002 796 - 800 and LI 002 802 - 002 807). (AB)

ED 050 743 LI 002 802
Knapp, Patricia B.
The Library-Centered Library School.
State Univ. of New York, Albany.
Pub Date 68
Note—31p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, *Library Education, *Library Schools, *Library Science, *Professional Continuing Education, *Professional Education, School Libraries
Identifiers—Librarianship, *Library Science Literature
The five points made in this paper are (1) library-centered library education must involve use of the organization of library literature; (2) that the dimensions of library literature include (a) the resources produced by and for librarians, (b) the literature of the disciplines upon which librarianship draws and (c) the literature with which librarians work; (3) that setting the boundaries of library literature is problematic no matter how it is defined; (4) that "mastery of the literature" in the sense of knowing content is probably an unobtainable objective of professional education in a field which is changing so fast and (5) that library-centered assignments in library schools offer a conceptual framework, a theoretical foundation for a continuing process of learning. (see also LI 002 796 through LI 002 801 and LI 002 803 through LI 002 807). (Author/NH)

ED 050 744 LI 002 803
Lee, Robert
The Special Collection in Librarianship.
State Univ. of New York, Albany.
Pub Date 68
Note—16p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, *Guidelines, *Library Collections, *Library Education, *Library Material Selection, Library Schools, Library Science, *Masters Degrees, Professional Education, School Libraries
Identifiers—Librarianship, *Library Science Literature
The purpose of this paper is to recommend guidelines for the development of a special collection of materials to support a fifth year master's program in Librarianship. Reasons for the desirability of establishing a separate library school library are stated and some of the factors to consider in the initial and continuing development of the library school collection are suggested. It is assumed that: (1) the separate library school collection is readily accessible to the library school, (2) the library school is housed either in the main library or in a building near the main library and (3) a full-time professional librarian is in charge of the library school library. The major responsibilities of the library school librarian are searching the literature for suitable materials, ordering these materials, working with the faculty, assisting students, and establishing procedures designed to make new materials available as soon as possible to students and faculty. (see also LI 002 796 through LI 002 802 and LI 002 804 through LI 002 807). (Author/NH)

ED 050 745 LI 002 804
Little, Thompson M.
Use and Users of Library Literature.
State Univ. of New York, Albany.
Pub Date 68
Note—35p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, Communication Problems, Conferences, *Evaluation, Information Needs, Information Retrieval, *Library Education, *Library Science, *Use Studies

Identifiers—Librarianship, *Library Science Literature

After sketching the growth and general characteristics of library literature, the author examines what librarians think about the literature of librarianship. Early writers were more concerned with increasing the number of available sources than with objectively examining the literature. More recently a few historical or descriptive studies have been made. Those who have spoken out on the state of professional library literature in general, and of the periodical press in particular, have focused on six main points of criticism: (1) poor literary style and execution, (2) superfluity and repetition, (3) belaboring of the obvious, (4) paucity of significantly new ideas, (5) absence of a scholarly approach and (6) lack of evidence of research. The library profession has reached a point when it must examine the information needs of its membership and the channels by which these needs are fulfilled. The citation analysis method is used to get a generalized picture of what is used, or more precisely stated, what is brought to the attention of the reader of library science literature. The analysis involves three major types of source publications: (1) monographs, (2) journals and (3) library school syllabis. (see also LI 002 796 through LI 002 803 and LI 002 805 through LI 002 807). (NH)

ED 050 746 LI 002 805

McFarland, Anne

Problems in the Awareness and Acquisition of the Monographic Literature of Library Science.

State Univ. of New York, Albany.

Pub Date 68

Note—27p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, Computers, Conferences, Documentation, Information Retrieval, *Information Science, Information Storage, *Library Acquisition, *Library Science, *Problems

Identifiers—*Library Science Literature, Monographs

Some reflections and ideas on the problems facing those who need to build library science collections are presented. The awareness and acquisition of current monographic literature pertinent to library science are included but the problems of acquisition of periodical or retrospective monographic literature are not considered. The meaning of library science literature is restricted by avoiding discussion of materials peripheral to the philosophy and techniques of library science. Three major difficulties in noting the existence of new literature in library science are: (1) there is no central source of awareness; (2) very few reviews appear and (3) many items of importance do not qualify for listing in Cumulative Book Index (CBI), etc. because they contain less than 49 pages or because publication is informal. Four major problems in collecting library literature are: (1) few of the items are available through trade channels, (2) there is often great difficulty in securing a response from the agency addressed, (3) there is difficulty in handling the payment of small sums of money and (4) many items noted and even reviewed are not given adequate citations. (see also LI 002 796 through LI 002 804 and LI 002 806 through LI 002 807). (NH)

ED 050 747 LI 002 806

Osborn, Andrew D.

A Dual System for Indexing Library and Information Literature.

State Univ. of New York, Albany.

Pub Date 68

Note—14p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Computer Programs, Conferences, *Evaluation, *Indexing, Information Needs, Information Science, *Information Services, Library Science

Identifiers—Library Literature, *Library Science Literature

Two overall levels of bibliographical control are desirable: one should be as complete as possible; the other should be a selection of prime items whose titles are organized for ease and effectiveness of consultation and decision making about the texts which are worth looking up; and this selection should be the aim of a complementary computer service. Recommendations of this study are: "Library Literature" should be continued and developed as the inclusive bibliographical control for the library and information field. Its style should change; entries should be more akin to those in the "Readers' Guide," very desirably in conjunction with research into the most effective style and type of entry for rapid scanning in long lists. Under any heading, entries should be arranged in inverse chronological order. Attention should be paid to semantics so headings will be used reasonably precisely, and to aid in this development semantic studies should be undertaken. In making "Library Literature" truly comprehensive, consideration should also be given to coverage for the earlier volumes of titles recently incorporated or still to be included. A complementary service should be planned. Undoubtedly this should be a computer record developed and maintained along cooperative lines. (see also LI 002 796 through LI 002 805 and LI 002 807). (Author/NH)

ED 050 748 LI 002 807

Richmond, Phyllis Atherton, Pauline

Subject Analysis of Library Science Literature by Means of Classification Systems: Outline of Criteria Needed for Evaluation.

State Univ. of New York, Albany.

Pub Date 68

Note—45p.; Paper prepared for the Conference on the Bibliographic Control of Library Science Literature, State University of New York at Albany, April 19-20, 1968

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classification, Conferences, *Evaluation Criteria, *Information Systems, *Systems Analysis

Identifiers—*Library Science Literature

Three major sets of factors are involved in the evaluation of classification systems: evaluation of the system according to purpose, according to design, and according to functional operation. Part A of this paper is concerned with the basic detail needs for evaluation of purpose. Eight different kinds of classification systems for the subject, library science, are differentiated. The outline according to purpose shows diversity and, at the same time, it indicates the uniformity and perhaps the ubiquity of classification systems. Part B outlines the basic detail needs for evaluation of design of classification schemes. The evaluation of design must relate to the purpose of the classification dealt with, not to that of some other classification. Part C outlines the basic detail needed for evaluation of functional operations. Samples of the eight types of classification schemes analyzed for purpose in Part A are shown to exemplify how many ways one subject, namely, classification, can be classified. (see also LI 002 796 through LI 002 806). (Author/NH)

ED 050 749 LI 002 808

Libraries in Washington: A Report to the Washington State Legislature by the Subcommittee on Educational Television and Libraries of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date 14 Dec 70

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Libraries, *Library Networks, *Library Planning, Library Programs, *Regional Libraries, *State Libraries, Telecommunication

Identifiers—*Washington State

Background information about libraries in Washington State, and a series of recommendations for consideration by the legislature and the libraries of the State are outlined in this report. The Appendices include: (1) Brief Historical Review and Statement of Objectives, (2) Public Libraries of Washington by Size of Population Served in 1969, (3) Application of the Library Resources Formula 1968-69, (4) State-Grants-in-Aid: Summary and (5) Proposed Telecommunications Resolution. (MF)

ED 050 750 LI 002 809

Manual of Public Library Policies and Procedures. Prepared for Public Library Beginning Workshops. Revised.

Michigan State Dept. of Education, Lansing. Bureau of Library Services.

Pub Date 71

Note—82p.; Revised 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Certification, Library Acquisition, Library Education, Library Materials, *Library Material Selection, *Library Science, *Library Services, *Library Technical Processes, Manuals, *Public Libraries

Identifiers—*Library Administration

The manual is prepared for use in courses taught at the annual workshops sponsored by the Michigan Department of Education, Bureau of Library Services, for those public library personnel who need state certification. It includes the following sections: (1) The Public Library, (2) Selecting Materials for a Library, (3) Organization of Library Materials, (4) The Use of the Library Collection and (5) Library Management. (MF)

ED 050 751 LI 002 810

Lewis, S. G.

An Information System for an Educational Administrator.

Mitre Corp., Bedford, Mass.

Report No—M70-83

Pub Date Aug 70

Note—74p.; Management Systems Series/Report No. 5

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Accounting, Data Bases, *Decision Making Skills, *Educational Administration, Information Retrieval, Information Seeking, *Information Systems, *Management Information Systems, *Management Systems, Systems Approach, Systems Development

Identifiers—Prepare Educational Planners

The Management Systems Series consists of documents of interest to persons concerned with the management of public resources. Operation PEP (Prepare Educational Planners), which called for a three-day session of instruction on Executive (Management Information Systems) was documented in detail as part of this series. This portion attempts to describe the information system of a school district in the same way as it is currently viewed by the educational administrators themselves. It points out that how a system is seen or defined can have an effect on the development of a strategy for improvement of the system and offer an example of a structured reporting system, that of a responsibility accounting system. (AB)

ED 050 752 LI 002 812

UNISIST: Synopsis of the Feasibility Study on a World Science Information System.

International Council of Scientific Unions, Paris (France).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), *Developing Nations, *Information Needs, *Information Networks, *Information Science, *Information Systems, Sciences, Technology, World Problems

Identifiers—Scientific and Technical Information, UNISIST, *World Science Information System

In view of the vital role which scientific and technical information has come to play in the development of nations, the Director-General of the United Nations Educational, Scientific and Cultural Organization (Unesco) was authorized to undertake and to complete jointly with the International Council of Scientific Unions (ICSU) a feasibility study on the establishment of a world science information system (UNISIST). A Unesco/ICSU Central Committee was created in January 1967 to carry out the feasibility study. The conclusions of this study and a description of the proposed World Science Information System are contained in the Study Report, of which this is a synopsis. A description of UNISIST, its background, trends toward cooperations, recommendations, and implementation plans, program priorities and benefits and values are summarized. Appendices include a listing of the members and the working groups. (Author/AB)

ED 050 753 52 LI 002 813

Burns, Robert W., Jr.

The Design and Testing of a Computerized Method of Handling Library Periodicals (Title III).

Colorado State Univ., Fort Collins. Libraries.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-H-022

Pub Date Dec 70

Grant—OEG-8-9-150022-2022(095) Mod.
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Automation, *Computers, Design, Hypothesis Testing, Library Collections, Library Materials, *Library Technical Processes, *Periodicals, *Serials, Testing
Identifiers—*Library Automation

This research has developed a homeostatic arrival algorithm which will enable the user to anticipate the arrival of those periodicals having similar and pre-defined intervals between issue arrivals. The algorithm is based upon a data smoothing technique which utilizes the arithmetic mean and the standard deviation coupled with the construction of a confidence interval (expectancy band) around the sample mean. Arrival time then becomes the boundary of the confidence interval. The algorithm is felt to be capable of generalization to all types of libraries and to operate independently of the geographical location of the library. (Author)

ED 050 754 LI 002 814
Wolfe, Theodore
An Evaluation of On-Line Information Retrieval System Techniques.
Naval Ship Research and Development Center, Washington, D.C.
Report No—R-3548
Pub Date Dec 70
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Display Systems, Information Dissemination, *Information Networks, *Information Retrieval, *Information Systems, Information Utilization, *Man Machine Systems, *On Line Systems

This report presents a review and evaluation of three remote access on-line information retrieval systems and some ideas on what the capabilities of an ideal on-line information retrieval system should be. The three systems reviewed are the DDC Remote On-Line Retrieval System, the National Aeronautics and Space Administration RECON System, and the Technical Information Program (TIP) of the Massachusetts Institute of Technology. The DDC system is examined in detail for two reasons. It is the newest of the three systems and reflects many of the latest advances in the utilization of on-line capabilities for information retrieval. It is currently in use at the Naval Ship R&D Center (NSRDC), and the author has had direct personal experience in its use and development. Each of the three systems is reviewed on the basis of its operation during the last quarter of 1969. This paper does not reflect changes in the systems which have occurred since then. The final section is devoted to suggestions for exploiting the potential of on-line remote access information retrieval and display systems. (Author/MM)

ED 050 755 LI 002 815
Proceedings of a Conference on Medical Information Systems.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Spons Agency—Kaiser Foundation Hospitals, Oakland, Calif.
Pub Date Jan 70
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Automation, Computers, Computer Storage Devices, Conferences, Hospitals, *Information Networks, Information Processing, *Information Systems, *Medical Libraries, Prediction, Programing Languages, Records (Forms)
Identifiers—*Medical Information Systems

The purposes of this conference are: to define the current state of technology; to identify the problems, needs and emerging technology; and to consider alternative computer applications to multiple-facility medical information systems for the delivery of medical care and for health services research. The papers presented include: (1) General Requirements for a Medical Information System (MIS); (2) Evaluation Techniques for Medical Information Systems; (3) Evaluation of a Medical Data System; (4) Quality of Data in the Medical Record; (5) Terminology and Content of the Medical Record; (6) Large vs Small, Single vs Multiple Computers; (7) A Statewide Medical Information System; (8) The Kaiser-Permanente Medical Information System; (9) High Level Programming Languages; (10) Acquisition and Analysis of Narrative Medical Record Data; (11) Visual Display Terminals in a Hospital Information System (HIS); (12) Computers and Doctors; Use and Consequences; (13) Mass Random Storage Devices and Their Application to a Medical Information System (MIS); (14) Prototype for Future Computer Medical Records and (15) The Medical Information System (MIS) for 1975. (MM)

ED 050 756 LI 002 816
Stevenson, Grace Thomas
ALA Chapter Relationships - National, Regional, and State. The Southwestern Library Association Project Report.
Southwestern Library Association, Stillwater, Okla.
Pub Date 71
Note—161p.
Available from—American Library Association, 50 E. Huron Street, Chicago, Ill. 60611 ($2.50)
Document Not Available from EDRS.
Descriptors—*Evaluation, Interprofessional Relationship, *Library Associations, *National Programs, *Regional Programs, *State Programs
Identifiers—ALA, *American Library Association, Southwestern Library Association

Facts about the work programs, organization, government, finances, and relationships with other associations and agencies of six state and six regional library associations are contained in this report of the Goals Award Project. The report also contains opinions that 231 state association members have of their associations -- how democratic they are; how effectively they serve members' needs; what significant work they have accomplished; what programs are best carried out at the state, regional and national levels; and whether the American Library Association should regionalize and establish a chapter relationships office. The chief aim of Goals Award Project is to determine the proper functions of library associations at the state, regional, and national levels and to effect good working relationships between these three levels in their pursuit of common objectives. The first chapter provides a general factual background with which to compare the interview results. One finding of the Project stands out: that many association members, including leaders, do not know what their associations are trying to accomplish and how they work. (Author/NH)

ED 050 757 LI 002 817
Upton, Charles C.
Computerized Communications Citations Technology.
Pub Date Apr 71
Note—17p.; Paper prepared for a conference of the International Communication Association, Phoenix, Arizona, April 22 - 24, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automatic Indexing, Communications, *Computer Programs, Conferences, *Information Processing, *Information Retrieval, Information Storage, Information Systems, *Man Machine Systems, Researchers, Technological Advancement
Identifiers—*Computer Software

Feasibility study findings indicate that a potential reduction in drudgery for the scholar may be obtained through a combination of heretofore divergent solutions to the increasingly critical problem of how researchers will interface with computers for an efficient and effective review of the literature. Presently existing computer software includes information retrieval programs with important traits: (1) they will combine so as to permit offsetting of otherwise major weaknesses in the several separate programs; (2) they will require minimal modification for adapting to a variety of machines due to their being written in higher level languages; (3) they are precision instruments produced at a combined cost of some half million dollars of research funds; (4) they do not require use fees, having been produced through federally financed research and development projects; and (5) they are amenable to operation with a unique means of preparing document abstracts to permit computerized indexing as well as filing and retrieval. At present there are both classification schemes and computer information retrieval programs of limited utility to a communications bibliography. Rather than abandon and ignore these efforts, their examination shows pitfalls to avoid by building on those schemes and programs presently available. (Author/NH)

ED 050 758 LI 002 818
Wire, Caroline, Ed.
Library Lectures Numbers Nine Through Sixteen, November 1967 - April 1970.
Louisiana State Univ., Baton Rouge. Library.
Pub Date 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Libraries, *Information Needs, Librarians, *Libraries, Library Acquisition, *Library Collections, Library Planning, *Library Programs, Library Reference Services, National Libraries, *Problems, Reference Books, Social Responsibility, University Libraries
Identifiers—National Agricultural Library, Newberry Library, *Rare Books

The papers in this lecture series are: "Meeting National and International Library Needs" which describes the work of the National Agricultural Library; "The Library and the Collector: The Newberry Library" which relates the history of and the contributions to the library and concludes that entrepreneurship and hard work are required for intelligent book collection; "Undergraduate Libraries in Large Universities: Basic Policy Questions and Problems" which outlines topics of concern to these libraries; "Compiling and Publishing Reference Books" which states the individual, the group and the compiler-publisher all have an important place in the production of reference books; "U.S. Office of Education's Long-Range Plans for College and University Library Development" which describes new Federal patterns for these plans; "Rare Books - What and Why" which presents guidelines for rare book selection; "The University Library and Social Change" which discusses the need for greater response to the impact of social change; and "The Phantom of the Library: The Creative Subject Specialist" which describes cures for some library ailments. (An earlier document in this series is LI 001 333.) (AB)

ED 050 759 LI 002 819
Miller, Marcia Muth
Collecting and Using Local History.
New Mexico Research Library of the Southwest, Sante Fe.
Pub Date 71
Note—31p.
Available from—New Mexico Research Library of the Southwest, P.O. Box 4725, Santa Fe, New Mexico 87501 ($1.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—American History, History, *Information Sources, Information Storage, *Library Acquisition, *Library Collections, *Library Material Selection, *Local Issues, United States History
Identifiers—*Local History

The local history collection should contain: county histories; city and village histories; state and regional histories; anniversary booklets; company histories; local newspapers; local magazines; genealogies; family albums; diaries; journals, and letters; account books; club yearbooks; school annuals; telephone books, city directories and local maps; and public records. The local history collection should also be suitably housed, easily accessible with a comprehensive catalog and a helpful, intelligent staff. Community members who may use the collection are: staffs of the local newspapers, radio and television stations; professional and amateur genealogists; professional historians; economists; writers; clubs and other community groups; teachers; students; and artists. (MM)

ED 050 760 LI 002 820
Feature Analysis of Generalized Data Base Management Systems.
Conference on Data Systems Languages, Monroeville, Pa. Systems Committee.
Pub Date May 71
Note—511p.
Available from—Association for Computing Machinery Headquarters, Order Department, 1133 Avenue of the Americas, New York, N. Y. 10026 ($8.00)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Computer Programs, Computers, *Data Bases, Information Retrieval, *Information Storage, *Information Systems, *Management Information Systems, *Management Systems, Operations Research, *Systems Analysis, Systems Development

A more complete definition of the features offered in present day generalized data base management systems is provided by this second technical report of the CODASYL Systems Committee. In a tutorial format, each feature description is followed by either narrative information covering ten systems or by a table for all systems. The ten systems covered in this report are: (1) the Conference on Data Systems Languages' COBOL as defined in the "Journal of Development," (2) the Data Base Task Group's proposal, (3) International Business Machines Corporation's (IBM's) GIS, (4) General Electric Company's (GE's) IDS, (5) IMB's IMS, (6) Informatics' MARK IV, (7) IBM's FFS (also known as NIPS), (8) Auerbach and Western Electric's SC-1, (9) Systems Development Corporation's +DMS and (10) Radio Corporation of America's UL/1. (MM)

ED 050 761 LI 002 821
Towns, Elmer L. Barber, Cyril J.
Successful Church Libraries.
Pub Date 71
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, *Christianity, Church Programs, Information Needs, Library Programs, *Library Reference Services, *Religious Education, *Special Libraries
Identifiers—*Church Libraries

The church today faces the alternative of advancing to meet the problems of the 70s or regressing into the past. Christian young people are demanding up-to-date answers to up-to-date problems. The church is being squeezed by cultural pressures and bombarded by the knowledge explosion. This book is designed to help the church that has no library but wishes to get one started, as well as to encourage the struggling church library. One of the primary goals of a church library should be that of strengthening the Christian education program of the church and a church library should be more than a depository of books from which church members occasionally check out certain titles. The church library must be an educational resource center to which teachers and other church leaders look for assistance. Visual aids, audio-visual equipment, and reference sources are an important part of the church library. Just as the quality of a college is measured by its library, so the quality of the educational program of the church may be gauged by its library. (Author)

ED 050 762 LI 002 822
Barcelo, Michel And Others
Information for Urban Affairs in Canada.
Canadian Council on Urban and Regional Research, Ottawa (Ontario).
Pub Date 71
Note—80p.
Available from—Canadian Council on Urban and Regional Research, Suite 511, 151 Slater Street, Ottawa K1P 5H3 Canada ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, Foreign Countries, *Information Needs, *Information Networks, *Information Services, *Management Systems, Municipalities, *Urban Areas
Identifiers—*Canada, Canadian Council on Urban and Regional Research

The Canadian Council on Urban and Regional Research has as one of its objects "to assist all efforts throughout Canada to gather, analyse, coordinate and distribute available knowledge." In this report the Council makes available the outline of an information exchange service that would deliver the whole range of pertinent urban experience to those who have to understand and manage urban affairs. These proposals are based on the Canadian experience of their three authors who have given much of the past two years to the problems and performance of a Canadian urban information service. The report shows that Canadians of both languages can be far better served than ever before with urban information, whichever the language in which the experience was first recorded. The authors indicate why fuller exchange of urban information is essential to the future of urban Canada, and how the modes of that exchange can be made self-adjusting to the changing needs of Canadian users. (Author/NH)

ED 050 763 LI 002 823
Ludwig, Herbert Vallee, Jacques
Medical Data Management in Time-Sharing: Findings of the DIRAC Project.
Stanford Univ., Calif. Computation Center.
Report No—RR-3
Pub Date Nov 70
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computers, Data Bases, *Information Networks, *Information Processing, Information Retrieval, *Information Systems, Medicine, *On Line Systems, *Programing Languages
Identifiers—DIRAC, Direct Access Project

In terms of examples drawn from clinical and research data files, one of the objectives of this study is to illustrate several factors that have combined to delay the implementation of medical data bases. A primary factor has been inherent in the design of computer software. The languages currently on the market are procedural in nature: they demand the complete definition of a problem before a program can be run on the machine. This is a serious difficulty because medical information -- as opposed to mathematical quantities -- cannot be cast in a definite format, and questions of interest to a potential investigator cannot always be enumerated before the data is acquired. The constraints placed on data retrieval in the environment of a Blood Bank, for example, are such that on-line interaction with short response time is the basic design objective. In order to clarify the problems of interactive data handling in time-sharing under such constraints, a series of five experiments using the Direct Access Project (DIRAC) language prototype is explained. (Author/MM)

ED 050 764 LI 002 824
Benton, Mildred, Ed.
Library and Reference Facilities in the Area of the District of Columbia. Eighth Edition.
Joint Venture, Washington, D.C.
Pub Date 71
Note—220p.
Available from—The Joint Venture, 2001 S Street, N.W., Washington, D.C. 20009 ($5.95)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Directories, Information Needs, Librarians, *Libraries, *Library Collections, Library Cooperation, *Library Facilities, *Library Reference Services, *Library Services
Identifiers—District of Columbia, *The Joint Venture

The new edition of "Library and Reference Facilities in the Area of the District of Columbia" contains information on 426 libraries. It describes information facilities that offer service to the public. Some libraries serving only a restricted clientele are also identified and described because they possess unique or specialized collections. A statement concerning regulations for such library collections indicates the conditions under which permission may be obtained for their use. A subject index, an index of librarians and a listing of disestablished libraries are included at the end of this directory. Changes in names of libraries are provided for by cross-references. The revised edition represents the first publication of The Joint Venture, a nonprofit cooperative endeavor of the American Society for Information Science, the Biological Sciences Communication Project of The George Washington University, the District of Columbia Library Association, the D.C. Chapter of Special Libraries Association and the Federal Library Committee. The group was formed in January 1971 to meet the needs of the library-information science community for useful reference tools which would not ordinarily be published. (Author/AB)

ED 050 765 LI 002 825
Hawthorne, G. B., Jr.
Digital Simulation and Modelling.
Mitre Corp., Bedford, Mass.
Report No—MTP-79
Pub Date Jun 68
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, Computers, Design, *Digital Computers, Evaluation Methods, *Models, Prediction, *Simulation, *Systems Analysis, Techniques
Identifiers—PEP, *Prepare Educational Planners

A basically tutorial point of view is taken in this general discussion. The author examines the basic concepts and principles of simulation and modelling and the application of digital computers to these tasks. Examples of existing simulations, a discussion of the applicability and feasibility of simulation studies, a review of simulation techniques, lists of the advantages and dangers in simulating and a classification of digital computer simulations are also presented. While the emphasis is on the use of digital computers, many of the principles examined hold for simulation done on analogue computers. No attempt is made, however, to compare the uses of the two types of machines for simulation studies. (Author/JN)

ED 050 766 LI 002 826
Kitagawa, Tosio
Information Science Approaches to Scientific Information Systems and Their Implications to Scientific Researches.
Kyushu Univ., Fukuoka (Japan).
Report No—RR-3
Pub Date Mar 69
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automation, *Cybernetics, *Information Science, *Information Systems, Prediction, Technological Advancement

Some crucial aspects of international scientific information systems whose establishment will be urgently required in the near future are explored. The exploration is concerned with futuristic aspects of the coming thirty-two years of the present century. The main sections of this report cover: (1) descriptions of the cybernetic era; (2) aspects of information problems (function, system and coordination) and (3) discussions of a world scientific information network system. (MM)

ED 050 767 LI 002 829
Vallee, Jacques
Scientific Information Networks: A Case Study.
Stanford Univ., Calif. Computation Center.
Report No—RR-2
Pub Date Sep 70
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Astronomy, Cost Effectiveness, *Information Networks, *Information Retrieval, *Information Systems, Man Machine Systems, *On Line Systems, *Programing Languages, Systems Analysis, Time Sharing
Identifiers—DIRAC, Direct Access Project

The technical feasibility of a continental information network for astronomy has been demonstrated in the course of a two-month experiment conducted jointly by Dearborn Observatory of Northwestern University and the Stanford University Computation Center. The experiment simulated a scientific information network based on a high-level retrieval language of the non-procedural type named DIRAC. A data-base of astronomical catalogues was maintained in Palo Alto, California, and was queried remotely by a team of astronomers in Illinois. The relevant parameters of approximately one hundred time-sharing sessions were thus recorded. Analysis of the experiments in terms of operating system efficiency, user interface and cost effectiveness supports the idea that the network concept is basic to meaningful scientific documentation systems; it also indicates that generalized software is the key to cost-effective information retrieval in the environment considered and, by extension, in a variety of scientific areas that rely on a combination of bibliographic and catalogued information with a high degree of internal structure. The article reviews the problems of astronomical data structures in their relevance to language design and to the general problem of scientific information handling, and it discusses the various factors: administrative, computational and psychological, that will affect the implementation of future networks. (Author)

ED 050 768 LI 002 830
Promoting Librarianship: A Forward Look.
Kutztown State Coll., Pa.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, College Students, Conferences, *Educational Programs, High School Students, Librarians, *Library Education, *Library Schools, Occupational Guidance, *Recruitment, School Libraries, Workshops
Identifiers—*Librarianship, Pennsylvania

Recruitment of potential college students to the field of librarianship and promotion of the library education department of Kutztown State College were the dual goals of a two-part project un-

dertaken by the faculty and students of that department. The first approach consisted of slide-talk presentations made by Kutztown library students to local high school groups. Emphasis was placed on school librarianship as a career and Kutztown's educational program in this field. The second part of the project attempted to acquaint eleventh and twelfth grade students in Pennsylvania with career opportunities in all phases of librarianship throughout the state. The method used was a three day conference involving career films, panel discussions by prominent librarians, visits to area libraries and workshops. (JN)

ED 050 769 LI 002 831
Davis, H. J.
Computer Typesetting in the U.K. -- a Review.
Office for Scientific and Technical Information, London (England).
Report No—OSTI-DPC-4001
Pub Date Nov 69
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Graphics, *Computers, Data Bases, *Information Processing, *Photocomposition, *Printing
Identifiers—*Computer Typesetting, United Kingdom
This paper provides a review of computer typesetting in the United Kingdom with an emphasis on the use of data originating from a computer rather than from a printing environment. It explains the need for an alternative to the computer line-printer when large amounts of data are being processed, and the effect of new techniques on the printing industry. A selection of current and potential applications is reported under sectional headings to illustrate the range and volume of possible development. The use of data banks to provide a source of copy for the production of varied publications is dealt with, and an estimate of future trends is offered. (Author)

ED 050 770 LI 002 832
Braidwood, J.
A Selected Bibliography of On-Line Visual Displays and Their Applications.
Office for Scientific and Technical Information, London (England).
Report No—OSTI-DPC-4002
Pub Date Dec 69
Note—53p.; Report No. 2 on DPC Information Display Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Graphics, Computers, *Display Panels, *Display Systems, Human Engineering, Information Processing, Information Retrieval, *Information Systems, Input Output Devices, *Man Machine Systems, *On Line Systems, Systems Development, Visual Perception
Identifiers—Library Automation
Contained in this bibliography are 312 references as they related to general principles and problems of information display, man-computer interaction, present and possible future display equipment, ergonomic aspects of display design, and current and potential applications, especially to information processing. (Author/MM)

ED 050 771 LI 002 833
The Kentucky Library Communications Network: Local Public Library Manual.
Kentucky State Dept. of Libraries, Frankfort.
Pub Date Mar 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communications, *Interlibrary Loans, Library Cooperation, *Library Networks, *Library Services, Manuals, *Public Libraries
Identifiers—*Kentucky Library Communications Network
Library networks are much more than telephones, teletypewriters or closed circuit television. Networks are a new concept in library service that requires a new mentality on the part of every participating librarian in every type of library. Librarians wishing to join the growing information and materials community with its improving delivery system must be willing to accept the challenge of community demands. In Kentucky the network activity is planned around the "Kentucky Library Communications Network." This network is in the early developmental stages and although the machinery has been established, the essential "community" concept is some distance away. This manual is designed to help develop this "community" concept. From a description of the network relationship it goes on to outline procedures for use of the network by local public libraries, the regional headquarters library and department libraries. The appendices contain a sample form and instructions, acceptable abbreviations of selected sources for verification of interlibrary loan requests, and the National Interlibrary Loan Code, Annotated, 1968. (NH)

ED 050 772 LI 002 834
Veazie, Walter H., Jr. *Connolly, Thomas F.*
The Marketing of Information Analysis Center Products and Services.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.
Pub Date Jun 71
Note—33p.; Jointly Sponsored by ERIC/CLIS and the ASIS Special Interest Group on Information Analysis Centers (SIA/IAC)
Available from—American Society for Information Science, 1140 Connecticut Ave., N.W., Washington, D.C. ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, *Costs, *Information Centers, Information Dissemination, Information Needs, *Information Services, *Information Sources, Management, *Marketing
Identifiers—IAC, *Information Analysis Centers, Information Service Charges
Information analysis centers (IACs) represent a valuable national resource which has not been fully utilized, often because their products and services are not widely known. Recent Government economy measures demand consideration of increased marketability of these products and services and the institution of service charges as a possible source of funding. The development of national guidelines for service charges, which recognize both the basic objectives of IACs and the operating variables which are unique to the individual IAC, is required. Consideration must also be given to existing service charge policies and the advantages and disadvantages of implementing new or alternative policies. Evaluation of the marketability of existing or new products and services requires examination of customer and user markets, the scope and content of these products and services, possible channels for their distribution, advertising and sales promotion, and the prices to be charged. Two case studies, reflecting the experience of two centers which have implemented service charges and the comments of managers on proposed methods of information center cost recovery provide a base on which decisions for service charges can be made. A bibliography of 33 references provides an overview of relevant literature. (AB)

ED 050 773 LI 002 835
Resnikoff, H. L. *Dolby, J. L.*
Access: A Study of Information Storage and Retrieval with Emphasis on Library Information Systems. Interim Report.
R and D Consultants Co., Los Altos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0548
Pub Date 21 May 71
Contract—OEC-0-9-140548-2791(095)
Note—225p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Archives, Books, Indexes (Locaters), *Information Retrieval, *Information Storage, Information Systems, *Library Collections, *Library Materials
Chapter I: "Introduction and Summary of Results," stresses the view that the problem of insufficient access is primarily a problem of the great size of the archives to which access is desired. Chapter II: "Levels of Information Storage and Access," is directed toward the problems of library archives and in this context it is access to the content of books and collections of books that is of immediate concern. Chapter III: "Mathematics of Information Distributions," is devoted to the mathematical study of some of the distributions that arise naturally in the study of information systems. Chapter IV: "The Structure of the Back-of-the Book Indexes," is a study of indexes to books in order to determine what structure, if any, they possess. Chapter V: "Algorithmetic Text Indexing," is also exclusively concerned with back-of-the book indexes. Chapter VI: "Amalgamative Access Mechanisms," looks at the problem of discovering possible methods for accessing books. Examples of indexes are appended and the tables included are listed. (NH)

ED 050 774 LI 002 836
1969 Proceedings of the Technical Information Advisory Committee...
National Security Industrial Association, Washington, D.C.
Pub Date Sep 69
Note—294p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD 716 542, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computers, *Cost Effectiveness, *Information Needs, Information Processing, *Information Retrieval, *Information Services, Management, Scientific Research, Symposia, *Use Studies
Identifiers—Information Transfer, *Scientific and Technical Information, Technical Information Barriers
The meetings were set up to find ways to overcome the barriers that regulate or reduce the flow of scientific/Technical information and data to the user. Giving the user what he needs, when he needs it, and at a cost he can afford is the basic challenge faced by information services. Obtaining information depends on: (1) personal habits; (2) quality of information services available; (3) types of retrieval systems as managed by government agencies; (4) the type, speed and cost of services provided; (5) regulatory controls placed upon literature and data and (6) operating policies of the information agencies. The quality of information/data products and services depends on: security controls, proprietary rights, qualified users, paying customers, available budgets, machine capabilities and capacities, programming time, coding input, handling output, printing and distributing information, and management policies. (Author)

ED 050 775 LI 002 837
Scheffler, F. L. *March, J. F.*
Evaluation of the Selective Dissemination of Information (SDI) Program for the Aerospace Materials Information Center.
Dayton Univ., Ohio. Research Inst.
Spons Agency—Air Force Materials Lab., Wright-Patterson AFB, Ohio.
Report No—AFML-TR-71-11
Pub Date Mar 71
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aerospace Industry, *Evaluation, *Information Centers, *Information Services, *Relevance (Information Retrieval), Search Strategies, Use Studies
Identifiers—Aerospace Materials Information Center, AMIC, SDI, *Selective Dissemination of Information
The Aerospace Materials Information Center (AMIC) Selective Dissemination of Information (SDI) program was evaluated by an interview technique after one year of operation. The data base for the SDI consists of the periodic document index records input to the AMIC system. The users are 63 engineers, scientists, and technical administrators at the Air Force Materials Laboratory (AFML) and 16 scientific and technical personnel at the University of Dayton. An informal interview technique elicited responses regarding the user assessment of the program and also indicated problem areas in the returns received by the users from the SDI profiles. Most respondents indicated that too many abstracts were being received and too low a relevance was occurring. Refinement of the profiles based on more precise statements obtained from the interviews and on rejected abstracts increased the overall relevance from 37.6% to 51.8%. The primary factor in the improvement was the judicious but copious use of NOT terms to eliminate unwanted abstracts. Results showed the validity of the NOT strategy and indicated the effectiveness of direct contact between the information specialist and the SDI user in getting uninhibited feedback and obtaining meaningful expressions of user technical interests. (Author/NH)

ED 050 776 LI 002 838
P.P.B.S. and the Library: Goals, Objectives, Program. [Report of the Librarians' Workshop...]

Santa Barbara Elementary and High School District, Calif.
Pub Date 71
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—High Schools, Instructional Programs, Librarians, Library Equipment, Library Facilities, Library Materials, *Library Programs, *Library Services, Library Skills, Library Standards, *Objectives, *Program Budgeting, *School Libraries, Staff Utilization, Workshops
Identifiers—Freedom to Read, *Planning Programming Budgeting Systems, PPBS
Seventeen library goals of the Santa Barbara High School District are listed along with the objectives and program description for each goal. The duties of the professional librarian and the supporting staff are given for each goal as well as a method of evaluating the program. The appendices contain standards for library materials, staffing, facilities and equipment. A multiple choice test of library skills and knowledge and several statements concerning freedom to read are also appended. (NH)

ED 050 777 LI 002 839
Ahlers, Eleanor E.
Curriculum Change and the Changing Concept of Library Service. Final Technical Report on the: NDEA Institute for School Library Personnel, July 3 to August 11, 1967.
Washington Univ., Seattle.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 67
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Innovation, Institutes (Training Programs), Instructional Materials, Instructional Materials Centers, *Librarians, Library Education, *Library Services, *Multimedia Instruction, Professional Continuing Education, *School Libraries
The main objectives of the institute program were to develop in the participants: (1) Knowledge about curriculum changes and emphases, and the impact of educational innovations on the library program, (2) An understanding of the broad field of learning resources that relate to an ever-changing curriculum. (3) Knowledge and skills concerned with the newer educational media and their integration with printed materials into a unified instructional materials program. (4) An awareness of the librarians role in assisting teachers in the selection and effective utilization of learning resources in the instructional program. and (5) An ability to solve the problems of organization and administration in an expanded program of library services that reflect the instructional materials or learning resources concept. Emphasis was placed on the multi-media approach to learning on curriculum content in special subject areas, such as science and mathematics, humanities and social studies, and on the concept of the school library as a learning resources center. The methods used to fulfill these goals are described. The criteria for admission of the participants and short biographical sketches of the staff, and a detailed evaluation of the institute are included. (Author/NH)

ED 050 778 LI 002 840
Penland, Patrick R.
Communication Theory.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
Pub Date 71
Note—39p.; Papers presented before the International Communications Association, 1969, 1970, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Computer Programs, *Counseling, *Cybernetics, Information Dissemination, *Information Retrieval, Information Science, *Information Theory, Library Education, Library Science, Models, Research, Systems Approach
Identifiers—*University of Pittsburgh
Three papers are presented which delineate the foundation of theory and principles which underlie the research and instructional approach to communications at the Graduate School of Library and Information Science, University of Pittsburgh. Cybernetic principles provide the integration, and validation is based in part on a situation-producing professional theory for both library and information science. Experimental research vehicles have been developed as verification matrices including both on-line and off-line components. (Author)

ED 050 779 LI 002 841
Casey, Florence, Ed.
Compilation of Terms in Information Sciences Technology.
Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Apr 70
Note—470p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193 346, MF $.95, HC $6.00)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Computer Science, Definitions, Dictionaries, Glossaries, *Information Science, *Library Science, *Photography, *Vocabulary, Word Lists
As theorists and practitioners in the fields of communications, computers, bibliography, and photography work more closely to provide services and products to users, the need to assure precision of communications among them and to the public they serve becomes imperative. This compilation gleaned from various sources, is an effort to improve these communications by bringing together variant definitions of terms shared by these fields as well as definitions unique to each. (Author/NH)

ED 050 780 LI 002 842
Hendricks, Donald D.
Centralized Processing and Regional Library Development: The Midwestern Regional Library System, Kitchener, Ontario
Midwestern Regional Library System, Kitchener (Ontario).
Pub Date 70
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation, *Library Cooperation, *Library Networks, *Library Services, *Regional Libraries, *Use Studies
Identifiers—*Centralized Processing, Midwestern Regional Library System, Ontario Plan
Chapter I: "Background and Description of Regional Library Development in Ontario," aimed at placing the perspective of centralized processing within the framework of cooperative effort, presents some general discussion of these two concepts. The Ontario plan, and the relationship of the Midwestern Regional Library System and its Centralized Processing Center, is then mirrored against this background. Chapter II: "-Centralized Processing," reviews the background, operation, and production of the Center. Recommendations concerning space, layout of work and staff are given. Chapter III: "User Attitudes," focuses on the evaluation of the work of the Processing Center by the participating libraries and their reaction to the product of the Center. Chapter IV: "Regional Library Activities," summarizes attitudes and ideas on other cooperative projects for the Region. (NH)

ED 050 781 LI 002 843
Drennan, Henry T. Holladay, Doris C.
Statistics of Public Libraries, 1962. Part I: Selected Statistics of Public Libraries Serving Populations of 35,000 and Above: Institutional Data.
Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.
Report No—OE-15051
Pub Date 65
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Costs, Library Collections, *Library Expenditures, *Library Surveys, Models, Personnel, *Public Libraries, *Questionnaires, Sampling, *Statistical Data
Identifiers—*Library Statistics
The first of a two-part study of the comprehensive 1962 public library survey, this report presents institutional data for public libraries serving 35,000 persons and above. In content and coverage it continues the 1960 public library survey which was released in three parts in 1961 and 1962 under the title, "Statistics of Public Library Systems, Fiscal Year 1960." This series of data has been presented annually since 1944 and biennially since 1960. The 1962 survey was designed to permit trend comparisons with the 1955-56 and 1960 surveys. Information on the amount and sources of income was collected for the first time. The purpose and design of the 1962 survey was extended in order to permit the construction of the first national public library sample. Four tables provide summary data and statistics for staff positions, volumes in collection, operating expenditures, and income. The questionnaire form is appended. (Author/AB)

ED 050 782 LI 002 844
Statistics of Public Libraries Serving Communities with at Least 25,000 Inhabitants, 1965.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-15068
Pub Date Sep 68
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Costs, Librarians, Library Circulation, Library Collections, *Management, Personnel, *Public Libraries, *Questionnaires, Salaries, *Statistical Data
Identifiers—*Library Statistics, United States Office of Education
The series of selected statistical presentations of public library management data that originated in the Office of Education in 1945 is continued in this report. The data reported were collected with a questionnaire addressed to the 1,178 public libraries which serve areas having at least 25,000 inhabitants. The five tables of data include summary data for public library systems by population size group, summary data for each state and detailed information for each public library or library system, alphabetically, by state. Among the facts gathered from the data were: that public libraries were seriously affected by a shortage of professional librarians, professional staff positions increased, 66 percent of the total expenditures were spent for wages and salaries, total operating expenditures per capita increased to $2.72 in 1965, and library collections and circulation made steady gains in the period 1960 to 1965. The questionnaire form is appended. (AB)

ED 050 783 LI 002 845
Davidson, Donald C.
Reactions: The British Academic Library From the Viewpoint of One American User.
Spons Agency—Sheffield Univ. (England). Postgraduate School of Librarianship.
Pub Date 68
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foreign Countries, *Library Collections, *Library Reference Services, Library Services, *University Libraries
Identifiers—*Great Britain
An American librarian cast himself in the role of a user and made a series of relatively disciplined visits to a substantial number of middle-sized and middle-aged British university libraries during 1966-67 to study the provision of services and the use of materials and resources in British academic libraries. After two months of preliminary exploratory activity, it was decided to visit a number of libraries with bibliographies in hand to be searched before conferring with librarians. General reactions and impressions are described. The search of 52 titles listed by the contributors to "The Historiography of the British Empire Commonwealth" provided a test of access devices in the libraries. A "Time in Type Test" of 74 titles mainly selected in North America from a large group of references accumulated over several decades was also utilized. The complete listing, with comments is appended. (AB)

ED 050 784 LI 002 846
Boaz, Martha
Some Current Concepts About Library Education.
University of Southern California, Los Angeles. School of Library Science.
Pub Date [70]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies (Education), Computer Assisted Instruction, Dial Access Information Systems, Educational Experiments, *Educational Innovation, *Educational Pro-

grams, Educational Technology, *Instructional Innovation, *Library Education, Library Instruction, Library Programs, *Library Schools, Simulation, Systems Approach
Identifiers—Syracuse Library Education Experimental Project
A review of current thought and activity in the library education field is presented. A brief introductory section discusses the developing role of the librarian as humanist and scholar, the influence of the library school atmosphere on teaching effectiveness and the importance of traditional student-teacher interaction in library education. Innovations in educational technology are summarized. The major part of the report explores current trends in library instruction techniques: computer-assisted instruction in reference courses, the computer-based laboratory of the Syracuse Library Education Experimental project, team teaching, the case study method for reference and library management courses, simulation and role-playing, group dynamics, the systems approach, independent study, off-campus practice, problem-oriented curricula, free university courses, and a mobile library program. (JN)

ED 050 785 LI 002 847
Boaz, Martha
Ad-Hocracy in Library Education.
University of Southern California, Los Angeles. School of Library Science.
Pub Date [70]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Assisted Instruction, Curriculum Planning, *Educational Innovation, *Educational Planning, *Educational Programs, Instructional Innovation, *Library Education, *Library Schools, Library Services, Planning
Identifiers—*Library Role
The success of library education in the future is dependent on the planning that is done now. To evaluate the needs of future library education we must note the changes taking place in society as a whole. For example, it is clear that the libraries of the future must serve all groups of a society, in widely different environments. Librarians must sell their services to these communities and possibly should compete with each other for user-customers. Library education should reflect the changing role of the library and should utilize new teaching methods and resources. Curriculum planning should be flexible and should allow such departures from today's formats as at-home computer-assisted instruction, and international floating library school and mobile library education programs. Tomorrow's education must increase an individual's ability to cope with his environment and the knowledge he has gained. The achievement of this goal in library education requires leadership and planning. The creation of a National Commission on Improvement, Innovation, Research and Evaluation of libraries and library education is an essential step. (JN)

ED 050 786 LI 002 848
Annual Report of the Council of the Association for the Year Ending 31st December, 1970. Presented at the Annual Meeting in London 1971.
Library Association, London (England).
Pub Date 71
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, Librarians, Libraries, *Library Associations, Library Education, Library Research, Personnel, Recruitment, Salaries
Identifiers—*England, Open Universities
According to its President, the Association's achievements during the year were hampered by the change in Government, financial cutbacks, price increases, and job shortages for qualified librarians, but its membership continues to grow and its activities continue to diversify. Other topics covered in the report include the public lending right; future policy; the open university; relations with Aslib; activities of the association; research and development; library and information bureau; salaries and conditions of service; university, public, college of education, and special libraries; recruitment; education and publications. Reports of representatives on joint committees and other bodies are included, along with an obituary listing. (AB)

ED 050 787 LI 002 849
Foskett, D. J.
Classification for a General Index Language.
Library Association, London (England).
Pub Date 70
Note—47p.; Library Association Research Publication No. 2
Available from—International Scholarly Book Services, Inc., P.O. Box 4347, Portland, Oregon 97208 ($1.20)
Document Not Available from EDRS.
Descriptors—*Classification, *Indexing, Information Retrieval, *Information Science, Libraries, *Library Science, Thesauri
The Classification Research Group has produced a number of reports which explore the theoretical, as opposed to special, classification schemes and worked out their applications in detail in a few selected disciplines. A short and simplified introduction to these reports, which are published under the title "Classification and Information Control," is provided for students and others with a general interest in the progress of subject analysis for information handling purposes. The topics covered include general and special classification information control, ordering of entities, analysis of systems and problems, and prospects. A bibliography of 33 references is included. (AB)

ED 050 788 LI 002 850
Lyda, Mary Louise And Others
University of Colorado Libraries: A Programmed Textbook. Revised Edition.
Colorado Univ., Boulder. Libraries.
Pub Date 70
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Libraries, *Library Instruction, Library Reference Services, *Library Science, *Library Skills, Library Technical Processes, Programed Instruction, *Programed Texts, *Textbooks
Identifiers—*University of Colorado
The goal of this programmed textbook is to increase efficiency in the use of the University of Colorado libraries through the aid of programmed learning techniques as a means of teaching basic library procedures. The chapters are divided into separate frames, each containing information on some aspect of library usage. These include: the public catalog; subject headings; the catalog card; book locating; periodical literature, reference books, and government documents. (AB)

ED 050 789 LI 002 851
Batenko, A. I.
Mechanisation and Automation of Information Library Procedures in the USSR.
Ministry of Technology, Orpington, Kent (England). Reports Centre.
Report No—TRC-BR-21284
Pub Date May 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automation, Book Catalogs, Computers, *Foreign Countries, Indexes (Locaters), Information Retrieval, Information Storage, *Information Systems, *Libraries, Library Services, *Library Technical Processes, Special Libraries
Identifiers—Library Automation, *Russia, Scientific and Technical Information
Scientific and technical libraries represent a fundamental link in a complex information storage and retrieval system. The handling of a large volume of scientific and technical data and provision of information library services requires the utilization of computing facilities and automation equipment, and was started in the Soviet Union on a practical scale in the middle of the nineteen-sixties. Automation procedures have been initiated in publication of printed union catalogs, indexes, information search systems, subscriber services and library processes. (AB)

ED 050 790 LI 002 852
Library Tools: A List of Bibliographies on Librarianship.
Michigan State Dept. of Education, Lansing. Bureau of Library Services.
Pub Date 71
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Cataloging, Censorship, Classification, Handicapped, Institution Libraries, Instructional Media, *Libraries, *Library Materials, Library Planning, *Library Science, Library Services, *Public Libraries, Reading Programs, *Reference Materials, School Libraries
Identifiers—Michigan, *Nonbook Materials
The following subject categories are included in this list of bibliographies: Aids in book selection, cataloging and classification, censorship and intellectual freedom, publicity, selected list of basic and inexpensive materials on Michigan, non-book materials, organization and administration of the media center, library for the blind and physically handicapped, planning library quarters and instructional materials center, planning for public library service, selected list of useful library periodicals, sources of free and inexpensive materials for school and public libraries, directory of selected sources for supplies and services, reading guidance, teaching the use of the library, storytelling, reference books for small libraries, and service to institutions. (Author/AB)

ED 050 791 LI 002 853
Dolan, F. T., Ed.
Proceedings: Second Annual Meeting, Western Canada Chapter, American Society for Information Science, September 14, 15, 1970, Vancouver Public Library.
Calgary Univ. (Alberta).
Spons Agency—American Society for Information Science. Western Canada Chapter.
Pub Date Dec 70
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Automation, Conference Reports, *Foreign Countries, *Information Retrieval, *Information Science, Information Seeking, Information Storage, *Libraries, Library Services, On Line Systems, Workshops
Identifiers—Canada, Computerized Engineering Index, Library Automation, Machine Readable Cataloging, *Selective Dissemination of Information
The two-day conference included the following: (1) a tutorial on Selective Dissemination of Information (SDI) services including those of the National Science Library, COMPENDEX, and the retrospective and current-awareness searches of "Chemical Titles;" (2) a workshop on profiling and search editing, for the aforementioned services; (3) a discussion of the experiences of those providing and those using SDI services; (4) a keynote address on on-line systems; (5) a session on MARC tapes which included search programs at the University of Alberta, a tutorial, and use of the tapes at the University of Saskatchewan, and (6) a panel discussion on joys and rewards or trials and tribulations of automating a library. A list of registrants is included. (AB)

ED 050 792 LI 002 854
On-Line Remote Catalog Access and Circulation Control System. Part I: Functional Specifications. Part II: User's Manual.
International Business Machines Corp., Gaithersburg, Md. Data Processing Div.
Spons Agency—Ohio State Univ. Libraries, Columbus.
Pub Date 26 Nov 69
Note—150p.
Available from—The Ohio State University Libraries, 1858 Neil Avenue, Columbus, Ohio 43210 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Automation, *Cataloging, Computers, Computer Storage Devices, *Information Retrieval, Information Storage, *Libraries, *Library Circulation, On Line Systems, Telecommunication
Identifiers—LCS, *Library Automation, Ohio State University Libraries Control System
The Ohio State University Libraries On-line Remote Catalog Access and Circulation Control System (LCS) began on-line operations with the conversion of one department library in November 1970. By December all 26 libraries had been converted to the automated system and LCS was fully operational one month ahead of schedule. LCS is designed as a user-oriented system. It utilizes the capabilities of high-speed computers, random access mass storage devices, telecommunication networks, and on-line terminals to provide both traditional circulation services and a unique access to the system by telephone. Part I, "Functional Specification"

states explicitly the objectives of the system, the function which it performs, the details of all its interfaces, and the format of its files and tables, and represents the specifications for the computer system. Part II, "User's Guide" is a manual designed for the librarians who actually operate LCS provides detailed instructions for use of LCS terminals. (Author/AB)

ED 050 793 LI 002 855
Sisson, Jacqueline D.
Cooperative System of Ohio Art Libraries.
Ohio State Univ. Libraries, Columbus.
Spons Agency—Ohio State Library, Columbus.
Pub Date 69
Note—46p.
Available from—Ohio State University Libraries, 1858 Neil Avenue, Columbus, Ohio 43210 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Art, Art Materials, Financial Support, Interlibrary Loans, Library Acquisition, *Library Collections, Library Cooperation, *Library Networks, Public Libraries, *Reference Books, *Research Libraries, Special Libraries, Union Catalogs, University Libraries
Identifiers—*Art Libraries, Ohio
The results of this study outline the plans for the establishment of a cooperative network of Ohio Art Libraries. Academic, Special, and Public Libraries are included. The study reveals that these several libraries jointly possess a major art research resource. In addition to sharing, it was decided that a clearly defined program outlining areas of responsibility of each library would result in better use of funds for purchase of retrospective materials. It recommends joint requests for additional financial assistance and the establishment of a cooperative buying program. (Author)

ED 050 794 LI 002 857
An Introduction to Information Retrieval.
International Business Machines Corp., White Plains, N.Y. Data Processing Div.
Pub Date Feb 71
Note—40p.; Data Processing Application
Available from—IBM Branch Offices ($.90)
Document Not Available from EDRS.
Descriptors—Automation, *Computer Programs, Data Bases, *Digital Computers, Electronic Data Processing, Indexing, *Information Retrieval, *Information Storage, Information Systems, Libraries, Manuals, *Search Strategies
Identifiers—*Library Automation
The ways in which digital computers can be used in information storage and retrieval are presented in the language of the nonspecialist. Indexing methods, file organization, and search strategies are discussed and a brief bibliography containing 30 IBM publications is given. The manual is intended as a first reader for those interested in the broad aspects of data banks and mechanized libraries. (Author/NH)

ED 050 795 LI 002 858
Williams, Joel
Library Statistics of Colleges and Universities: Data for Individual Institutions, Fall 1968.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—NCES/OE-15023-68
Pub Date Feb 69
Note—176p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Budgeting, *College Libraries, *Interlibrary Loans, Librarians, *Library Collections, *Library Expenditures, Salaries, Staff Utilization, Statistical Data, *University Libraries
Identifiers—*Library Statistics
The series in which the Office of Education presents general management data on the libraries of individual institutions, is continued by this report. The report contains statistics for 1,841 college and university libraries and seven joint libraries in order to provide data of use to administrators, librarians, and others, particularly in budget-making operations. Since this is a partial listing of all academic libraries, with inclusion based on both the timely submittal of a report and its completeness, it cannot be assumed as representative for obtaining aggregates of any type. The tables included are: (1) "Number of Units in Library Collections and Interlibrary Transactions in College and University Libraries, by State and Institution: 1967-68;" (2) "Actual Operating Expenditures of College and University Libraries, by State and Institution: 1967-68;" (3) "Budgeted Operating Expenditures of College and University Libraries, by State and Institution: 1968-69;" (4) "Library Staff and Hours of Assistance in College and University Libraries, by State and Institution: Fall Term 1968;" and (5) "Number and Average Salary of Full-Time Staff in College and University Libraries, by Type of Position, Term of Employment, State, and Institution: Fall Term 1968." A reproduction of the questionnaire form used is appended. (Author/NH)

ED 050 796 52 LI 002 859
Fry, Bernard M. And Others
A Research Design for a Comprehensive Study of the Use, Bibliographic Control, and Distribution of Government Publications. Final Report.
Indiana Univ., Bloomington. Research Center for Library and Information Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-49-353-12
Pub Date Oct 70
Contract—OEC-0-70-2746-506
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, City Government, Documentation, Federal Government, *Government Publications, *Information Dissemination, Information Science, Library Science, *Research Design, State Government, *Use Studies
Current conditions and trends in government publications at the Federal, State, and local (municipal, etc.) levels with respect to use, bibliographic control and distribution of such publications are analyzed. A research design for a comprehensive study project which would produce specific recommendations for nationwide action aimed at more effective bibliographic control and distribution, and enhanced accessibility and use, of government publications is presented. Part I gives a summary of the principal conclusions and recommendations of the report and provides general introductory, historical and background information about the report itself. Part II deals with common aspects of the problem areas (use, bibliographic control, and distribution) of government publications that permeate all three levels of such publications. Part III is a discussion of the three levels separately in terms of the same problem areas in order to examine particular manifestations at each level. Part IV presents the Design Study's recommendations and recommended research design for a comprehensive study based on the presentations, analyses and evaluations in previous parts of this report. (Author/NH)

ED 050 797 LI 002 860
Korfhage, R. R. DeLutis, T. G.
A Basis for Time and Cost Evaluation of Information Systems.
Purdue Univ., Lafayette, Ind. School of Industrial Engineering.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—RM-69-6
Pub Date Jun 69
Note—47p.; Presented at the Sixth Annual National Information Retrieval Colloquium, May 8-9, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, Cost Effectiveness, Costs, Evaluation, *Information Retrieval, *Information Storage, *Information Systems, Marketing, *Models
A general model for information storage and retrieval (IS&R) systems is proposed. The system is selected from the set of all available IS&R components. These components define the system's users and data sources; the hardware, software, and personnel performing the actual storage and retrieval activities; and the funder who acts as a filter in the selection of the components comprising the system. The outermost level, the ectosystem, includes the funder, and user groups, and the data sources. All other levels belong to the endosystem. Each level within the endosystem consists functionally of processing components and storage components. It is proposed that a measure of the endosystem performance, as a function of the time to complete a requested service can be obtained by specifying the characteristics of these functional components for a specific hardware/software configuration and the characteristics of the user groups. Finally, the selection process for all system components is related to the performance of the endosystem, and to the cost for this level of performance as a function of the ectosystem. (Author/MM)

ED 050 798 LI 002 861
Vallee, Jacques Ludwig, Herbert
The DIRAC Language: Concepts and Facilities.
Stanford Univ., Calif. Computation Center.
Report No—R-1
Pub Date May 70
Note—53p.
Available from—Dr. J. Vallee, Stanford Electronics Laboratories, Stanford University, Stanford, California 94305
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Data Bases, *Information Networks, *Information Processing, Information Retrieval, *Information Systems, *On Line Systems, *Programing Languages
Identifiers—DIRAC, Direct Access Project
The three documents contained in this report describe an interactive retrieval language implemented for the IBM 360/67 of the Campus Faculty at Stanford University, between October 1969 and May 1970. The three reports are: (1) DIRAC--An Interactive Retrieval Language with Computational Interface, (2) DIRAC--An Overview of an Interactive Retrieval Language, and (3) Preliminary User's Guide. Two related documents are "Medical Data Management in Time-Sharing: Findings of the DIRAC Project" (see LI 002 823) and "Scientific Information Networks: A Case Study" (see LI 002 829). (MM)

ED 050 799 LI 002 862
Bennertz, Richard K.
Development of the Defense Documentation Center Remote On-Line Retrieval System - Past, Present and Future.
Defense Documentation Center, Alexandria, Va.
Report No—DDC-TR-71-2
Pub Date Mar 71
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-720 900, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Display Systems, *Information Centers, *Information Networks, *Information Retrieval, *Information Systems, Input Output Devices, Man Machine Systems, *On Line Systems, Systems Analysis, Systems Development, Time Sharing
Identifiers—Defense Documentation Center
The document highlights in nontechnical language the development of the Defense Documentation Center (DDC) Remote On-Line Retrieval System from its inception in 1967 to what is planned. It describes in detail the current operating system, equipment configuration and associated costs, user training and system evaluation and may be of value to other installations embarking in an on-line development effort. (Author)

ED 050 800 LI 002 863
Elias, Arthur W., Ed.
Key Papers in Information Science.
American Society for Information Science, Washington, D.C.
Pub Date 71
Note—230p.
Available from—American Society for Information Science, 1140 Connecticut Ave., N.W., Suite 804 Washington, D.C. 20036 ($5.50 for students and members, $6.50 for non-members)
Document Not Available from EDRS.
Descriptors—Abstracting, *Documentation, Indexing, Information Centers, Information Dissemination, *Information Needs, Information Processing, Information Retrieval, *Information Science, Information Seeking, Information Storage, *Information Systems, Information Utilization, *Library Science
Nineteen documents on various aspects of information science are included in this introductory book of readings. The documents were selected because they are relatively easy to read for beginning students and are likely to be useful for a number of years. The documents cover the

literature from 1958 to 1970. They are: (1) Information Science: What Is It?; (2) Of Librarianship, Documentation and Information Science; (3) Towards a Metascience of Information: Informatology; (4) Scientific Communication; (5) A General Model of Information Transfer: Theme Paper 1968 Annual Convention; (6) Question Negotiation and Information Seeking in Libraries; (7) Research for Psychologists at the Interface of the Scientist and His Information System; (8) The Information Center Concept; (9) The Automatic Creation of Literature Abstracts; (10) Automatic Indexing: An Experimental Inquiry; (11) Indexing and Abstracting by Association; (12) The KWIC Index Concept: A Retrospective View; (13) Selective Dissemination of Information: A Review of the Literature and Issues; (14) The Evaluation of Retrieval Systems; (15) Information Storage and Retrieval; (16) The Development and Administration of Automated Systems in Academic Libraries; (17) Language and Machines; (18) The Analysis and Design of Information Systems and (19) Technology and the Future of the Copyright Principle. (MM)

ED 050 801 LI 002 864
Sayre, John L., Comp. *Hamburger, Roberta, Comp.*
An Illustrated Guide to the Anglo-American Cataloging Rules.
Phillips Univ., Enid, Okla.
Pub Date 71
Note—155p.
Available from—Phillips University, Graduate Seminary Library, Box 2218, University Station, Enid, Oklahoma 73701 ($5.95)
Document Not Available from EDRS.
Descriptors—*Cataloging, Illustrations, *Information Processing, Information Retrieval, Library Guides, Library Science, *Library Technical Processes
Identifiers—*Anglo American Cataloging Rules, Religious Libraries
A large number of Library of Congress cards are used to illustrate most of the "Anglo-American Cataloging Rules" (AACR). The rules are arranged in the same order as found in the AACR and are stated briefly along with one or more Library of Congress cards which illustrate that rule. Some rules are not illustrated because it is unlikely that a theological library would ever acquire a book that would require the application of that particular rule. Although prepared for use in a theological library, the compilation could also be useful for libraries which are training new staff members, or for library science education courses. (MM)

PS

ED 050 802 24 PS 004 510
Schoggen, Maxine *Schoggen, Phil*
Environmental Forces in the Home Lives of Three-Year-Old Children in Three Population Subgroups.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-7-0706
Pub Date Jan 71
Contract—OEC-3-7-070706-3118
Note—117p.
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v5 n2 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavior Patterns, Child Rearing, Comparative Analysis, *Data Bases, Disadvantaged Groups, *Environmental Influences, Family Life, Individual Differences, Lower Class, Middle Class, Mothers, Observation, *Preschool Children, Rural Environment, *Socioeconomic Status, Urban Environment
This research was designed to serve two major purposes: (1) to create a substantial library of theoretically neutral observational data as permanent documentation of actual life experiences in the lives of 3-year-old children from different socioeconomic backgrounds and (2) to analyze specimen records in order (a) to describe and quantify the kinds of active environmental inputs received by the children, (b) to assess relationships between home experiences and socioeconomic status, (3) to explore the characteristics of the social environment of children in disadvantaged homes, and (d) to relate findings to certain data in the research literature on child-rearing. Narrative descriptions of behavior of 8 low-income urban, 8 low-income rural and 8 middle-income urban children provide the basic observational data recorded as Environmental Force Units (units of behavior of agents acting with respect to the child). Child behavior is then coded and described according to a set of 26 variables. Similarities and differences across groups on some dimensions of the variables are presented. Results of this analysis feature wide individual differences, some important similarities across the three socioeconomic groups, and some interesting intergroup differences in orientation to child-rearing. (NH)

ED 050 803 24 PS 004 536
Howse, Jennifer
Preschool Instruction Mobile Facilities: Description and Analysis. School Practices Report No. 3.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-6-2869
Pub Date 71
Contract—OEC-2-7-062869-3077
Note—134p.
Available from—Southeastern Education Laboratory, 3450 International Boulevard, Atlanta, Georgia 30354
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, Demonstration Programs, Elementary Education, Flexible Facilities, Instructional Staff, Migrant Education, *Mobile Classrooms, *Mobile Educational Services, Preschool Curriculum, *Preschool Programs, *Program Descriptions, *Program Evaluation, Rural Education
Identifiers—Appalachia Educational Laboratory, Early Learning Program, Readimobile Project
This report on the use of mobile facilities in preschool instruction programs is divided into four parts. Part I describes the three major mobile preschool instruction programs. The Appalachia Preschool Program and Southeastern Education Laboratory's Readimobile Program are being field tested as possible strategies for the delivery of instructional services to rural children while the Florida Mobile Early Learning Program represents an approach to the preschool education of migrant children. Information presented includes background, physical description of the unit, description of the population, program operation, staffing and curriculum, evaluation, cost analysis, and a line drawing of the unit. Part II of the monograph deals with mobile preschool training programs. Part III describes selected elementary school mobile programs and one quasi-mobile preschool program. Part IV contains general conclusions and recommendations and attempts to deal with some of the major issues germane to mobile education, to synthesize the programs reviewed and give some idea of the state of the art in mobile preschool instruction, and to formulate some of the unanswered questions pertinent to the future development of similar programs. (Author/AJ)

ED 050 804 PS 004 540
Cochrane, Hortence S. *DiBuono, Theodore*
Health Care of Children: A Challenge.
Syracuse Univ., N.Y. School of Social Work.
Pub Date 70
Note—94p.
Available from—The School of Social Work, Syracuse University, 926 South Crouse Avenue, Syracuse, N.Y. 13210 ($2.50)
Document Not Available from EDRS.
Descriptors—Behavior Development, *Child Care, Child Care Workers, Child Development, *Childhood Needs, Diseases, Handicapped Children, *Health Needs, Health Services, Medical Services, Parents, *Physical Health, *Preschool Children, Socioeconomic Status
This publication, written for persons preparing for or engaged in child care services, provides information that will promote improved health awareness, initiate action and enable parents to cope more adequately with problems of their children's health. The publication will enable social work, child welfare, day care, preschool, and nursing school students and child care workers to (1) comprehend the normal functioning of small children; (2) place the emotional and physical growth needs of children in proper perspective; (3) identify defects, illnesses, and handicaps in children; (4) develop skill in appropriate use of health and medical care resources; (5) grow in their creativity, ingenuity, and capacity to provide the necessary supplementation to the health care which the family offers the preschool child; (6) improve competence in offering health guidance planning effectively with parents; (7) increase a sensitivity to health needs of preschool children in lower socioeconomic families; and (8) strengthen family life through appropriate medical care service for children. Chapter headings include: Child Health Care, Growth and Development, Health Supervision of Children, A Continuum of Health and Disease, Disease States, and Handicapping Conditions. An appendix and bibliography of further sources are included. (Author/AJ)

ED 050 805 24 PS 004 626
White, Burton L.
An Analysis of Excellent Early Educational Practices: Preliminary Report.
Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.
Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-5-0215
Pub Date 71
Contract—OEC-5-10-239
Note—78p.; Paper to appear in "Interchange." Ed. by Andrew Effrat. Toronto, Canada: The Ontario Institute for Studies in Education, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability, *Child Development, *Child Rearing, *Early Experience, Educational Practice, Language Ability, Longitudinal Studies, Mothers, *Parent Child Relationship, *Preschool Programs, Psychomotor Skills, Tables (Data)
This document reports the first phase of a longitudinal research project designed to produce information on how to raise children so their basic abilities may develop optimally during the first six years of life. Although this Preschool Project has been in operation five years, the study is not yet completed because statements about the effects of various child rearing practices and experiences have not been put to experimental test. Nontheless, preliminary results concerning optimal and restricted development of 48 children in a natural environment can be reported. In general, child rearing interactions during years 1-3 appear to offer the most relevance for intense investigation. The mother's direct and indirect activities appear to be the most powerful formative factors in the development of the preschool child. Some "best guesses" about the most effective child rearing practices can be made. Findings suggest that effective mothers (1) are generally permissive, (2) usually but not always respond to their child's appeals for immediate help (3) act in response to overtures by the child and (4) have a high energy level. References and tables of data are included. (WY)

ED 050 806 PS 004 633
Sutton-Smith, Brian
The Playful Modes of Knowing.
Pub Date [70]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, *Behavioral Science Research, *Games, Imitation, *Play, Prediction, *Socialization, Social Relations
All forms of play are transformations of four basic modes by which people know the world: copying, analysis, prediction, and synthesis. Transformation involves foregoing the usual outcomes of adapted intelligence for the sake of voluntary control of one's own behavior in games, and for the excitement of novel affective, cognitive and behavioral variations which then become possible. Imitative play, exploratory play, testing play, and contesting are discussed in terms of their social and personal meanings. Several contesting games enjoyed by children of varying age levels, such as Hide and Seek, Red Rover and

Prisoner's Base, are described and classified according to actors, acts, space, and time. Games reflect society in general in that they embody both rule and reason, chance and madness, and societies in particular in that specific types of games enjoyed reflect differing modes of life. It is suggested that the primary function of play may be the enjoyment of a commitment to one's own experience. (NH)

ED 050 807 PS 004 636

Cobb, Joseph A.

Survival Skills and First Grade Academic Achievement. Report #1.

Oregon Research Inst., Eugene.; Oregon Univ., Eugene. Center for Research and Demonstration in the Early Education of Handicapped Children.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Pub Date Dec 70

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Achievement Tests, *Arithmetic, *Classroom Observation Techniques, Grade 1, Handicapped Students, Observation, *Reading Skills, Sex Differences, *Socioeconomic Status, Student Behavior

As part of a continuing effort to find educationally relevant variables for handicapped children the present investigation focused on the relationship of observable behaviors to first grade achievement. Subjects were 134 first graders who were observed in reading and arithmetic periods (survival skills) for 10 to 14 days. The data collected were correlated with achievement as measured on standardized achievement tests. There was a moderate composite survival skill relationship. A stepwise regression analysis using specific aspects of survival skills behavior as independent variables and achievement scores as dependent variables was performed. In general, a relationship was found between social class, survival skills and first grade achievement. Lower class children were more variable and more predictable in their survival skills behavior than upper class children. The combined variables of sex of child and SES proved to be the most powerful predictors for achievement from survival skills. A mixture of stability and flux characterized the findings regarding survival skills across academic settings. The evidence gained in this study provides support for the theoretical significance of situational variables in accounting for behavior and points to the implications of the practical significance of searching out educationally relevant variables in the classroom environment. (WY)

ED 050 808 PS 004 639

Hamill, Peter V. V. And Others

Height and Weight of Children: United States.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Sep 70

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55, Public Health Service Publication No. 1000-Series 11-No. 104)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Body Height, *Body Weight, Caucasians, Comparative Statistics, Foreign Countries, *National Surveys, Negroes, *Physical Development, Racial Differences, Sex Differences, Tables (Data)

This report contains national estimates based on findings from the Health Examination Survey in 1963-65 on height and weight measurements of children 6- to 11-years-old. A nationwide probability sample of 7,119 children was selected to represent the noninstitutionalized children (about 24 million) in this age group. Height was obtained in stocking feet with the head in the Frankfort Plane, subject standing erect but not manually elongated, and recorded by means of a polaroid camera mounted on the measuring rod. Weight was measured in standardized clothing on a self-recording scale. The present findings are compared with other findings, both in the past and in other countries. There has been a steady and very regular increase in both height and weight of children in the United States over the past 90 years. American children are among the largest in the world. American boys at age 6 are slightly taller and heavier than the girls, but, by age 11, the girls are larger. While heights for white and black boys in this age range are comparable, white boys are slightly heavier than black boys at every age. Black girls are taller and weigh slightly less than white girls until age 11. Height and weight as measures of growth of the developing human and the use of these findings as standards, both clinical and epidemiologic, is discussed. Three-fifths of this document consists of detailed tables. (Author/AJ)

ED 050 809 24 PS 004 661

Gilmer, Barbara R. And Others

Intervention with Mothers and Young Children: A Study of Intrafamily Effects.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-7-0706

Pub Date Dec 70

Contract—OEC-3-7-070706-3118

Note—63p.

Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n11 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, Comparative Analysis, *Disadvantaged Groups, Home Visits, *Intervention, Negro Mothers, Negro Youth, Parent Child Relationship, Parent Role, *Preschool Programs, *Program Effectiveness, Self Concept, Siblings, Skill Development, Stimulation, Testing

This study compares three methods of intervention conducted over 2 1/2 years to promote cognitive development and competency of disadvantaged young children. Subjects were about 80 black mother-child-younger sibling triads, divided into three groups (and matched with comparison groups): (1) Maximum Impact, a training program for the target child (3 to 4 years of age) at a center 5 days a week, and for the mother at a center once a week; (2) Curriculum, which gave the older children a classroom program like that of the first group but offered no program for mother or siblings; and (3) Home Visitor, in which the family had no direct contact with the center but received 1-hour home visits once a week from a teacher who showed the mother how to instruct her children. The center program for mothers taught them how to stimulate their children intellectually and improved mothers' self-concept and home management. The children's class program emphasized skill development and an ordered environment. Intelligence pretests and posttests were given to mothers and children. Program effects on target children, differential effect of the mothers' involvement, vertical diffusion to siblings, and the effect of the home visitor are discussed. (NH)

ED 050 810 PS 004 666

Keister, Mary Elizabeth

A Review of Experience: Establishing, Operating, Evaluating a Demonstration Nursery Center for the Daytime Care of Infants and Toddlers, 1967-1970. Final Report.

North Carolina Univ., Greensboro.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Jun 70

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Care, *Child Care Centers, Cognitive Development, *Day Care Services, *Demonstration Programs, Group Experience, *Infants, Motor Development, *Nursery Schools, Parent Attitudes, Program Descriptions, Program Evaluation, Social Development

Identifiers—Demonstration Project Group Care of Infants

This document is the final report of Phase One (1967-1970) of the Group Care of Infants Demonstration (Center) Project. This report devotes major attention to the problems of establishing, operating, and evaluating a group day care center for infant and toddler care. The Center project describes what is required to provide housing, equipment, food, supplies, services, proper ratio of adults to children, daily programs and costs for this one program. Evaluations of child growth were based on data from 15 pairs of matched home and Center children (from middle class families) between the ages of three months and three years. Data analysis revealed few significant differences between groups on mental, motor, or social development. Those differences which were significant favored the Center children. Illness data were difficult to collect and indicated that Center children appeared to have had more diaper rash and more colds. Outgrowths of the Center project were publication of guidelines for the state legislature, a leaflet for parents, and a descriptive booklet detailing group care of young children. Although this one program demonstrated that babies in group care are not harmed by the experience, the report stresses the pioneering nature and uniqueness of the Center endeavor. (WY)

ED 050 811 PS 004 671

Wester, Astrid

The Swedish Child: A Survey of the Legal, Economic, Educational, Medical and Social Situation of Children and Young People in Sweden.

Swedish Inst., Stockholm.

Pub Date 70

Note—47p.

Available from—Swedish Institute, Hamngatan 27, P.O. Box 7072, S-103 82 Stockholm, Sweden

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Child Care, Child Care Centers, *Child Welfare, Day Care Services, Economic Status, Financial Support, *Foreign Countries, *Government Role, Handicapped Children, Illegitimate Births, Insurance Programs, Legal Responsibility, Medical Services

Identifiers—*Sweden

This report surveys the various provisions made by the Swedish government to protect and insure the rights of its children. Topics discussed include: the legal status of children born in or out of wedlock; custody and guardianship, economic status of the child (children's allowances, social insurance, maternity benefits, inheritance); the child at school; medical provisions; day care services; foster care; and social care for the handicapped. The Swedish government provides nine years of free compulsory education for children until the age of sixteen. Eighty-five percent of child care activities are now run by the municipal authorities. The attitude of the Swedish government on the subject of child care is that success in the care and treatment of children depends not only on how child care is designed but also on how the total environment in which people live is shaped. (AJ)

ED 050 812 PS 004 673

3 on 2 Program: Administrative Guide and Implementation Handbook. (Revised Edition).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Aug 70

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, Administrator Guides, Continuous Progress Plan, Counseling, Curriculum, Facilities, Family School Relationship, Guidance, *Individualized Instruction, Inservice Education, *Nongraded Primary System, *Nongraded System, *Program Descriptions, Student Evaluation, *Team Teaching

In this program, based on the concepts of individualized instruction through the team approach to teaching, a team of three professionally equal teachers teach a group the size of two classes which is a combination of grade levels such as K-1, 1-2, or 2-3. The program goals are that the student should (1) acquire basic academics, (2) develop self-direction, (3) develop a realistic and positive self-concept, and (4) establish satisfying interpersonal relationships. The program includes ungraded activities, improved counseling and guidance, flexible scheduling, variable instructional grouping based on the learner's needs, flexible physical facilities, multimedia instructional materials, parent conferences, and ample preparation time for teachers. Content areas include language arts, mathematics, social studies, science, art, music, physical education, and health. This document provides administrative guidelines and implementation suggestions in areas such as curriculum, facilities, instruction

strategies, in-service teacher workshops, student progress evaluation, promotion, counseling, home-school relations. Extensive supplementary information and bibliographies are provided on (1) Individualized Differences; (2) Individualized Instruction; (3) The Concept of Continuous, Individual Pupil Progress; and (4) Guidance and Counseling. Tables provide sample schedules, staff utilization, classroom arrangements, etc. (Author/AJ)

ED 050 813 PS 004 674

Gibbs, Vanita McCarthy, Jan

Non-Public Preschool Programs in Indiana.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Mar 71

Note—46p.

Available from—Curriculum Research and Development Center, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Certification, *Directories, Educational Programs, Financial Support, Instructional Staff, Parents, Physical Facilities, *Preschool Programs, *Private Agencies, Questionnaires, Socioeconomic Status, State Laws, *Tables (Data)

Identifiers—Indiana

During the school year, 1969-70, the Indiana Chapter of Delta Kappa Gamma, international honorary for women in education, and the Indiana Association for the Education of Young Children (IAEYC) conducted a survey by questionnaire of the non-public preschool programs in the state of Indiana. In an effort to give direction to preschool program development, the research committees from local chapters of the sorority located non-public preschool programs in their respective communities and conducted interviews with the directors of these programs. The data found in this document based on 526 questionnaire responses, include information regarding the educational contents of existing programs, preparation of staff, number of children served, physical facilities, socioeconomic level of families served, parent participation, types of programs and sources of funding. The document includes a directory of the programs included and a copy of the Indiana Law for Licensing. (Author/AJ)

ED 050 814 PS 004 675

Spaulding, Robert L.

Educational Intervention in Early Childhood: A Report of a Five-Year Longitudinal Study of the Effects of Early Educational Intervention in the Lives of Disadvantaged Children in Durham, North Carolina. Final Report, Volume I.

Duke Univ., Durham, N.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.

Pub Date 70

Note—312p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Disadvantaged Groups, Early Childhood, *Educational Programs, *Family Characteristics, Health Services, Infants, Instructional Systems, *Intervention, Longitudinal Studies, Nongraded System, Preschool Programs, *Program Evaluation, Public Schools, *Research Proposals, Tables (Data)

This volume is the first of three which report the results of the five-year Education Improvement Program in Durham, North Carolina. Volume I describes the original proposal, the research strategies employed, the intervention rationale, the curricular programs developed, the characteristics of the subjects and their families, and the results of the overall program of educational intervention. Approximately one-half the document consists of tables, charts, and graphs. The three volumes together constitute the final report to the Ford Foundation. Followup studies using the data gathered during the five-year span of the program will be conducted during the next few years and reported in the appropriate professional journals. Volume II is catalogued under PS 004 676 and Volume III is PS 004 677. (NH)

ED 050 815 PS 004 676

Spaulding, Robert L.

Educational Intervention in Early Childhood: Appendixes. Final Report, Volume II.

Duke Univ., Durham, N.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.

Pub Date 70

Note—122p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Early Childhood, *Educational Programs, *Family Characteristics, Health Conditions, *Information Dissemination, Instructional Materials, *Intervention, Measurement Techniques, *Program Evaluation, Publications

Identifiers—Educational Testing Service

This volume is the second of three which report the results of the five-year Education Improvement Program (EIP) in Durham, North Carolina. Volume II contains appendixes to the first volume. Appendixes include information on EIP publications, dissemination activities, instructional resources made available to EIP teachers, evaluations by outside agents including the Educational Testing Service, health conditions of project children and families, and instruments used in data collection. The three volumes together represent the final report presented to the Ford Foundation. Followup studies using the data gathered during the five-year span of the program will be conducted during the next few years and reported in the appropriate professional journals. Volume I appears as PS 004 675, and Volume III is PS 004 677. (AJ)

ED 050 816 PS 004 677

Spaulding, Robert L.

Educational Intervention in Early Childhood: Abstracts of the 1965-1970 Special Studies Research and Evaluation Report. Final Report, Volume III.

Duke Univ., Durham, N.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.

Pub Date Apr 70

Note—179p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Abstracts, *Behavior Change, *Cognitive Development, Disadvantaged Youth, *Educational Programs, Infants, *Intervention, Learning, Parent Child Relationship, *Social Relations

This volume is the last of three which report the results of the five-year Education Improvement Program in Durham, North Carolina. Volume III consists of abstracts of special studies conducted by the investigators in the program. Some of the studies have been published in professional journals. The three volumes, together, constitute the final report to the Ford Foundation. Followup studies using the data gathered during the five-year span of the program will be conducted during the next few years and reported in the appropriate professional journals. A 25-page annotated bibliography is included in this document. Volume I of this report appears as PS 004 675, and Volume II is PS 004 676. (AJ)

ED 050 817 PS 004 678

Saunders, Minta M. Keister, Mary Elizabeth

Curriculum for the Infant and Toddler. A Color Slide Series with Script. (Script Only).

North Carolina Univ., Greensboro.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—38p.

Available from—Infant Care Project, Institute for Child and Family Development, University of North Carolina, Greensboro, NC 27412 (Script, $2.00; Script and one slide set, $35.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Child Care, Child Care Centers, Cognitive Development, Demonstration Programs, *Early Experience, *Infants, Learning Experience, Motor Development, *Preschool Curriculum, *Program Guides, *Slides, Social Development, Stimulation

Identifiers—Demonstration Project Group Care of Infants

This script was written to accompany a series of 118 color slides and presents the view that the important elements in caring for and teaching very young children cannot be packaged as a curriculum. Everything that goes into affectionate and satisfying child care, day after day, offers many opportunities for learning by babies, toddlers, and their caregivers. Expensive toys and equipment are for this type of "curriculum." Some child development theories are briefly presented, and infants and toddlers are shown learning through various aspects of routine daily care, exploration and play, and visits to doctor's office and nursery school. Results are reported of a study of 20 babies under the age of 2 receiving all-day care in a nursery using the old-fashioned "curriculum" presented in this slide series. Paired with babies brought up in their own homes by interested, involved mothers, they kept pace in mental, motor, and social development. Instructions are included for ordering the slide series. (AJ)

ED 050 818 PS 004 680

Garber, Howard L.

Measuring Differential Development in Young Children.

Pub Date 7 Feb 71

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, Analysis of Variance, *Cognitive Development, *Intellectual Development, *Measurement Instruments, *Preschool Children, *Research Problems

Identifiers—Ivanov Smolensky Procedure

The purpose of this study was to investigate the Ivanov-Smolensky procedure as an effective clinical device for the assessment of cognitive development in children under four years old. This procedure, expressly developed for assessing development in children with limited verbal skills, minimizes some of the research problems associated with young children since it requires only that a child respond to simple verbal commands and colored lights by squeezing a rubber bulb. Four groups of children (n=27), varying in age and IQ, were formed to test the sensitivity of the procedure to detect differential development. It was expected that if the procedure was sensitive, superior performance would be shown in the form of an increase in regulatory control with increased levels of development. Performance scores were submitted to analysis of variance and then multivariate analysis. Results showed that the Ivanov-Smolensky procedure has promise as a research device. (AJ)

ED 050 819 PS 004 681

Egeland, Byron Rutner, Murray

Modifying Response Latency and Error Rate of Impulsive Children.

Pub Date 7 Feb 71

Note—12p.; Expanded version of a paper presented at the American Educational Research Association, New York, New York, February 7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Error Patterns, Grade 2, Lower Class, *Reaction Time, Search Strategies, *Self Control, *Time Factors (Learning), Training, *Training Techniques

Identifiers—Impulsivity

The purpose of this study was to modify the conceptual tempo (response style on a reflective-impulsive dimension) by training impulsive children to increase their response latency or by teaching more effective search strategies and scanning techniques. Subjects were 169 second graders from two lower class area schools. Each subject was assigned to one of four groups: Sc-Search and scan, Ti-Delay responses, Ci-impulsive but given no training, Cr-randomly selected controls. Sc and Ti children were taught a series of match-to-sample discrimination tasks. The Ti group was trained to "think about answers and take time" before responding. The Sc group was trained to apply rules and basic strategies. All subjects had been pretested on a portion of the Matching Familiar Figures (MFF). As a posttest, eight unfamiliar MFF items were given individually and the remaining eight items were used 7-9 days later as a delayed posttest. Changes in response latency and number of errors from pretest to posttests were analyzed. Results indicate that the training received by Sc and Ti groups did affect response latency but did not have much effect on error scores. (WY)

ED 050 820 PS 004 750

Murrow, Casey Murrow, Liza

Children Come First: The Inspired Work of English Primary Schools.

Pub Date 71

Note—271p.

Available from—American Heritage Press, 330 West 42nd Street, New York, N.Y. 10036 ($6.95)

Document Not Available from EDRS.

Descriptors—Class Management, *Classroom Environment, *Classroom Techniques, *Educational Innovation, *Educational Philosophy, Environmental Education, *Learning Motivation, Parent Reaction, Teacher Role
Identifiers—British Infant Schools
This book, a study of the informal classroom methods used successfully in many English infant and junior schools, is the report of two young American teachers who, for one year, observed schools in England and talked with teachers, parents, and children. Strong acceptance of informal approaches is conveyed because, despite some weaknesses, such approaches make learning a productive and balanced experience for children. While some comparisons of English and American children are valid, it should not be assumed that the sum total of work now taking place in the better English schools should or could be exported whole to the United States. A study of English failures as well as achievements is needed to promote a more complete understanding of the inner workings and philosophy of the best English programs. (WY)

ED 050 821 PS 004 753
Keyserling, Mary Dublin
The Day Care Challenge: The Unmet Needs of Mothers and Children.
Pub Date 4 Mar 71
Note—12p.; Paper presented at the Eastern Regional Conference of the Child Welfare League of America, Richmond, Virginia, March 4, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care, *Day Care Programs, *Day Care Services, Economically Disadvantaged, Federal Legislation, Federal Programs, Industrial Relations, Low Income Groups, Migrant Children, *Needs, Objectives, State Federal Aid, Work Experience Programs, *Working Women
An overview of the present shortage of day care facilities in the United States is presented in this speech. Statistics cited on the number of working mothers with children under the age of 6 and the number of day care licensed homes and centers show that the shortage of licensed day care facilities is much more acute than it was five years ago. Also, there are a great number of mothers who are ineligible for subsidized day care, but whose incomes are too low to buy good private care. Government programs provide day care for only 2% of the migrant children who need it, and for only about 10% of the children at poverty or near poverty levels. Mothers in federally sponsored work training programs are often unable to continue participation because of lack of child care. It is recommended that over the next five years a goal be set for provision of developmental day care services for at least 2 million additional children, merely to catch up with the current need. Participation of the clothing industry, some hospitals, and some governmental departments in providing day care for children of their employees and the growing emergence of franchised day care systems are discussed. [Filmed from best available copy.] (NH)

ED 050 822 24 PS 004 755
Coller, Alan R.
The Assessment of "Self-Concept" in Early Childhood Education.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Child Development (DHEW), Washington, D.C.
Bureau No—BR-0-0288
Pub Date Apr 71
Contract—OEC-0-70-2623(519)
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classification, *Early Childhood Education, *Evaluation Techniques, Literature Reviews, *Measurement Instruments, *Self Concept, *Tests
This paper (1) reviews the literature and examines historically some of the more important theoretical highlights that pertain to both self-as-subject and self-as-object definitions of self, (2) briefly describes and discusses the various assessment approaches designed to assess "self concept" in young children according to a specially developed classificatory schema, (3) enumerates suggestions to aid the future evaluation of children in early childhood education programs. Extensive references are provided. (WY)

ED 050 823 PS 004 757
Sayler, Mary Lou
Parents: Active Partners in Education. A Study/Action Publication.
American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.
Pub Date 71
Note—33p.
Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00, NEA Stock Number 281-08890)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Family School Relationship, Home Visits, *Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Student Relationship, *Parent Teacher Cooperation, Teacher Attitudes, Teacher Influence, Teacher Role, Volunteers
This pamphlet describes a program to promote effective home-school relations and reflects the belief that parent-teacher cooperation is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents. Suggestions are given to help teachers plan activities which are appropriate for parental help in class (nursery through grade 6). A final chapter sums up problems which may be encountered, enumerating teacher fears and rewards in a parent participation program. (NH)

ED 050 824 PS 004 760
Miller, Louise B. Dyer, Jean L.
Two Kinds of Kindergarten After Four Types of Head Start.
Louisville Univ., Ky.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.
Pub Date [71]
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Comparative Testing, Disadvantaged Youth, Kindergarten, Longitudinal Studies, *Preschool Programs, *Program Effectiveness, *Sex Differences, Tables (Data), Video Tape Recordings
Identifiers—Bereiter Engelmann, DARCEE, Demonstration and Research Center Early Education, Follow Through, Head Start, Montessori
Results are reported at the end of the second year of a 3-year comparison of four prekindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and Traditional. A number of classes in each program style were used with 246 four-year-olds in Head Start. Children were tested early in the year, at the end of the year, and at the end of kindergarten on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog & Bone, Behavior Inventory and Embedded Figures. The kindergarten experience was systematically varied. One replication of the original experiment entered a Follow Through kindergarten, the remainder of the experimental children entered Regular Kindergarten, a non-academic program. A video-tape monitoring procedure developed previously was used to analyze differences among kindergarten programs. Data were examined from several aspects. (1) Did Follow Through and regular kindergarten classes differ in expected dimensions? (2) Did Follow Through produce greater gains than regular kindergarten? (3) Were there interactions between type of Head Start and type of kindergarten? (4) To what extent were Head Start gains maintained irrespective of type of kindergarten? (5) Were there sex effects or sex interactions? Results are discussed in terms of need for finer analysis of program dimensions as related to specific effects. (Author/AJ)

ED 050 825 PS 004 761
Control of Lead Poisoning in Children. (Pre-Publication Draft).
Public Health Service (DHEW), Washington, D.C. Bureau of Community Environmental Management.
Pub Date Dec 70
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Clinical Diagnosis, *Community Action, Community Education, Community Programs, Environmental Criteria, Guidelines, *Handicapped Children, Health Education, Legislation, *Mental Retardation, *Physical Environment, Pollution, *Public Health, Slum Environment
Identifiers—Lead Poisoning
This document presents information about aspects of the lead pollution problem that relate to children, suggests a community action program for controlling lead hazards, estimates the staff and other costs involved in developing such a program, and tells how to synthesize the program components for maximum effectiveness. The seven parts of the document concern themselves with various aspects of the problem: (1) epidemiology, etiology, clinical signs and symptoms of lead poisoning; (2) planning a city program for lead control; (3) community awareness and education; (4) casefinding to identify children with increased lead intake; (5) guidelines for development and enactment of lead control legislation; (6) financing a lead-control program; and (7) identification and management of environmental lead sources in the residential neighborhood. Appendix I gives an alternate approach to aspect (7). Appendix II contains work sheets for environmental evaluation from United States census data, and census tracts. (Author/NH)

ED 050 826 PS 004 765
Palmer, Lee, Ed.
The World of the Child.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 71
Note—62p.
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada ($1.50)
Document Not Available from EDRS.
Descriptors—Class Organization, Classroom Materials, Curiosity, Curriculum Planning, *Discovery Learning, *Elementary School Curriculum, Evaluation, *Experimental Schools, Principals, *Student Interests, Student Motivation, Teacher Role, Teacher Workshops, Teaching Guides, *Teaching Techniques
Identifiers—Early School Environment Study, ESES
The Early School Environment Study (ESES), developed by Paul Park and a team of ten teachers, begins with the philosophy that children learn through the solution of practical problems that are meaningful to them, and expands this approach beyond the science framework into the learning of language, mathematics, and social studies. This booklet was prepared partly as a survey of the work of the ESES study to date, and partly as an interim guide for teachers and principals. It offers a structured and practical methodology for implementing the child-centered approach to teaching and learning. Suggestions are given for program planning, covering such topics as methods of motivation, supplies, books, resource people, grouping of children, time arrangements, and so on. Each project has a starting point (rocks, woods, families, stamps, pirates, the human body) that serves as a springboard into the self-motivated process of inquiry and discovery characterizing ESES. Activity flow charts used in projects show sample explorations of the children's environment. Other topics discussed are: the roles of teacher and principal; the disinterested child; evaluation; teacher workshops. Lists of resource materials are included. (NH)

ED 050 827 PS 004 792
Ainsworth, Mary D. Salter And Others
Individual Differences in the Development of Some Attachment Behaviors.
Johns Hopkins Univ., Baltimore, Md.
Spons Agency—Foundation's Fund for Research in Psychiatry.; Public Health Service (DHEW), Washington, D.C.
Pub Date 11 Feb 71
Note—41p.; Paper presented at the Merrill-Palmer Institute Conference on Research and Teaching of Infant Development, Detroit, Michigan, February 11-13, 1971

Journal Cit—Merrill-Palmer Quarterly; (in press)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, Behavior Development, *Emotional Development, Home Visits, *Individual Differences, *Infant Behavior, Mothers, Observation, *Parent Child Relationship, Tables (Data)

This report is a portion of a study of attachment behavior: behavior promoting contact and/or proximity of an infant to his mother figure. This report deals specifically with crying, response to brief everyday separations from the mother and to her return, and behavior relevant to physical contact with her. The subjects, 26 infant-mother pairs from white, middle class families, were visited at home once every three weeks from 3 to 54 weeks, each visit lasting approximately four hours. From the observer's detailed notes, a narrative record was made of infant behavior and mother-infant interaction. The findings reported in quarter-year sets illustrate developmental trends, individual differences in the behavior of both mother and infant, and the relationship between maternal and infant behavior. The researchers conclude that (1) there are important qualitative differences in infant-mother attachment relationships; (2) no single criterion of attachment can serve as an adequate basis in all cases for determining the presence of infant attachment; (3) there is no present basis for assessing strength of attachment; and (4) mother-infant interaction seems to be linked to attachment behaviors and the quality of the attachment relationship. More than one-fourth of this document consists of references, footnotes, and tables. (Author/AJ)

ED 050 828 24 PS 004 802
Taylor, Arthur M.
Visual Imagery Instruction and Non-Action Versus Action Situations Relative to Recall by Children. Final Report.
Indiana Univ., Bloomington. Audio-Visual Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-030
Pub Date 15 Apr 70
Grant—OEG-5-9-245030-0023
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Students, Elementary School Students, *Learning Processes, Learning Theories, Mentally Handicapped, Paired Associate Learning, *Recall (Psychological), *Teaching Techniques, *Thought Processes, *Visualization

The reports of eight studies testing the effects of elaboration on the learning of children are compiled in this document. Mental elaboration is "thinking while learning" which occurs as the learner actively adds context to the material he is asked to process. Supplied elaboration, included in these studies, occurs when the learner is provided with elaborative learning aids such as pictures and sentences. Attempts are made to state the differential effects on learning of the two types of elaboration. A model for research on elaboration was presented, and it was hypothesized that children could learn much more rapidly when supplied with contexts or instructed in how to make up their own contexts. The general approach was to test a range of tasks for which imagery or verbal elaboration would be effective. Seven of the studies involved the paired-associate recall of nouns, while the other involved the learning of a finger maze. The most striking finding was that instructing children in mental elaboration (imagery and sentence generation) significantly increased the recall of nouns when compared with rote repetition, and it seems that instructing children in "how to learn" strategies may be appropriate for several school learning tasks. (AJ)

ED 050 829 24 PS 004 803
Towler, John O.
A Study of the Development of Egocentrism and the Coordination of Spatial Perceptions in Elementary School Children. Final Report.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-E-130
Pub Date Dec 69
Grant—OEG-5-9-245130-0013(010)
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, *Concept Formation, Elementary School Students, Intellectual Development, *Perception, Rural Environment, *Self Concept, Socioeconomic Status, *Space Orientation, Tables (Data), Urban Environment

This study developed from the hypotheses: (1) there is a sequential pattern in the development of children's abilities to coordinate perspectives, and (2) use of an urban environment in the Test of Coordination of Perspectives will result in an earlier development of the age-stage relationships tested by Piaget and Inhelder (Switzerland, 1963). Statistically tested hypotheses were: (1) there are significant correlations between the ability to coordinate perspectives and chronological age, intelligence, socio-economic status, and knowledge of left-right relationships; and (2) there is a significant difference in the mean scores of high and low socio-economic groups on the Test of Coordination of Perspectives when the effect of intelligence is removed, and also a difference between subjects living in urban as opposed to rural environments on the same test. The study involved the administration of an intelligence test, a test of right-left relationships and the Test of Coordination of Perspectives to 140 children from kindergarten to grade six, 5.0 to 12.7 years of age, enrolled in two schools reflecting high and low socio-economic classes, rural and urban environments. Results proved hypothesis 1 acceptable; 2 was not. The finding that there are differences in the developmental stages of children of the same age but with different IQs indicates that Piaget's age-stage relationships may be more closely allied to intelligence than to maturation and experience. (AJ)

ED 050 830 24 PS 004 804
Ward, Edna M.
A Study of Causal Thinking in Elementary School Children. Final Report.
Emerson Coll., Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-A-080
Pub Date Jun 70
Grant—OEG-1-70-0005(509)
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cognitive Processes, *Concept Formation, *Cross Cultural Studies, Elementary School Students, Instructional Program Divisions, Intelligence Quotient, *Mental Development, Sex Differences, *Thought Processes
Identifiers—Canada, Laurendeau, Piaget, Pinard

This study, which is a partial replication and validation of the 1962 Laurendeau and Pinard study of causal thinking, investigates cross-cultural differences among three age levels of Canadian and American school children in the development of causal thinking. Also studied is the relationship between level of development of causal thinking and variables of age, sex, IQ, and grade placement. Seventy-five boys and 75 girls, ages 6, 8, and 11 years, were administered the Laurendeau and Pinard questionnaires (included in appendixes) to elicit responses about concepts of dream, life, the origin of night, the movement of clouds, and the floating and sinking of objects. Responses were evaluated for instances of precausal thinking, i.e. realism, animism, artificialism, finalism, and dynamism. Analyses of the data support the Piaget (1927) and the Laurendeau and Pinard (1962) findings with regard to the three age-related stages of development of causal thinking, and the manifestation of precausal forms of thinking. Significant differences appear for the dimensions of age and school grade for the American subjects. Significant differences between Canadian and American children are found in level of development attained in all the concepts; exception was the concept of life. (NH)

ED 050 831 24 PS 004 807
Geiger, Edwin L. *Epps, Edgar G.*
Effects of Social Class Integration of Preschool Negro Children on Test Performance and Self-Concept. Final Report.
Tuskegee Inst., Ala.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-D-072
Pub Date Jun 70
Grant—OEG-4-9-080072-0002-010
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Lower Class, Middle Class, *Negro Youth, Peer Groups, *Preschool Children, *School Integration, Self Concept, *Social Class, *Social Integration, Test Results

This study, designed to assess the effects of social class integration, tested the following hypothesis: Preschool age black children from middle class socioeconomic (SES) backgrounds will not be adversely affected by attending a daily program with a smaller group of black peers from lower SES backgrounds. A pre- and posttest battery administered to all the subjects included the Standford-Binet Intelligence Test, the Illinois Test of Psycholinguistic Abilities (ITPA), the Caldwell Preschool Inventory, and the Brown IDS Self-Concept Referents Test. The subjects were black children, 46- to 57-months old at the beginning of the study, divided into three classroom groups: an experimental group of 10 middle class and five lower class children, a middle class control group (N=15), and a lower class control group (N=15). Results for the Binet, ITPA, and Self-Concept Test support the hypothesis; results for the Caldwell Preschool Inventory do not. Because of the small size of the groups studied and the presence of confounding factors in the design, the results are viewed as tentative. (Author/AJ)

RC

ED 050 832 RC 004 100
Sando, Joe S.
Psycho-Physiological Problems of the Indians of New Mexico Learning a Second Language.
All Indian Pueblo Council, Albuquerque, N. Mex.
Pub Date [65]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bilingualism, *Education, *English (Second Language), *Language, Linguistics, Navaho, Oral Communication, Spanish
Identifiers—*New Mexico

According to the document, learning the English language is comparable to learning a foreign language for the American Indian child. Thus, a brief history of the Indians of New Mexico is given in order to emphasize language differences and problems arising in learning a new tongue. As pointed out, second-language learning requires a change in pattern of intonation, stress, rhythm, and meanings in addition to the phonemes. Major linguistic families of the American Indians in New Mexico are discussed, thereby pointing up problematic areas which could relate to academic difficulties for the American Indian. It is believed that the monolingual Indian 6-year-old, entering school for the first time, is at a great disadvantage when compared with an English-speaking 6-year-old entering the same school and having a listening vocabulary of perhaps 8,000 to 10,000 English words. (EL)

ED 050 833 RC 005 175
Saldana, Nancy
Mexican-Americans in the Midwest: An Annotated Bibliography.
Michigan State Univ., East Lansing. Rural Manpower Center.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Report No—RMC-10
Pub Date Jul 69
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Immigrants, *Mexican Americans, *Migrants, *Sociology
Identifiers—*Midwestern United States

Some 128 sources dating from 1928 to 1968 comprise this selected bibliography of sources dealing with Mexican Americans living in parts of the Midwestern United States and with those factors most significant in migration and settlement by this population. Each source is discussed under one of the following headings: Acculturation and Assimilation, Attitudes and World Views, Demographic Analysis, Distinctive Cultural Components, Education, Employment and Income, Marriage and Family Patterns, General Discussion, Housing, Migration and Immigration, Language, Political Behavior, or Social Status. (MJB)

ED 050 834 RC 005 194
Thomas, Katheryn Ann
A Racial Comparison of Developmental Change in Marital-Family Status Projections of Teenage Girls.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.
Pub Date 12 Mar 71
Note—26p.; Paper presented at the annual meeting of the Texas Academy of Science, Nacogdoches, March 12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *Caucasian Students, Cross Cultural Studies, Family Planning, Longitudinal Studies, *Marriage, *Negro Students, Racial Differences, *Rural Youth, Teenagers
It is hypothesized that the process of development of orientations toward marriage and procreation will differ for Negro and white girls in terms of goal definitions, import accorded the goals, and dynamics of these orientations. Regarding the latter, it is expected that orientations of both groups will become more realistic over time, expectations more so than aspirations. Reported are data from 165 Negro and white girls, residing in economically depressed areas of rural East Texas, who were originally questioned in 1966 (during grade 10) and who were recontacted in 1968 regardless of school status at the time. Results partially substantiate the hypothesized relationship between race and marital-family orientations. In both 1966 and 1968, Negro girls expressed greater desire to work outside the home after marriage--particularly after children--and accorded desire to marry and raise a family less importance relative to other goals than white girls. Also, both groups desired small families. In 1966, Negro girls expressed desires to marry later than whites; no significant racial differences were found in these aspirations in 1968. In both years, marital-family expectations of the girls were distributed similarly to their aspirations, suggesting that girls perceived few barriers to goal attainment. Contradicting the hypotheses regarding dynamics of orientations, the aggregate distributions of the orientations, even expectations, did not change appreciably over the 2 years with either group. However, evidence of marked individual instability of orientations suggests a need for further research. (Author/AN)

ED 050 835 RC 005 208
van der Smissen, Betty, Comp. And Others
Recreation and Leisure Information Systems: Status and Priorities.
National Recreation and Park Association, Washington, D.C.
Pub Date 71
Note—82p.
Available from—National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.00)
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, *Conference Reports, *Environmental Education, Information Dissemination, *Information Retrieval, Leisure Time, *Management Systems, *Recreation, Thesauri
This publication documents the initial phase for development of an exchange system for information and data germane to recreation and leisure time. Section I includes proceedings from the National Recreation and Park Literature Retrieval Consultation, wherein retrieval and dissemination, the status of recreation and park information systems, the need for a computerized bibliographic retrieval system, operating systems, and directions for the future are discussed. Section II contains proceedings from the Recreation, Environment and Leisure Information Systems Exchange (REALISE) session, which examined practical applications of REALISE, the International Center for Documentation in Leisure, and the outdoor recreation thesaurus. Section III contains proceedings from Leisure/Recreation Information Dialogue; Section IV gives a legislative review of bills designed to create a National Environmental Data System; and Section V lists resources on information systems. (AN)

ED 050 836 32 RC 005 233
Migrant Education Administrative Handbook.
North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Apr 71
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Principles, Administrator Responsibility, *Agency Role, *Educational Administration, Federal Programs, Federal State Relationship, *Guidelines, Legislation, *Migrant Education
The handbook, published by the State Department of Education of North Carolina, was designed to provide answers to many questions pertaining to the administration of migrant education projects. As stated in the handbook, "local educational agency personnel who have a responsibility in the local migrant education project should become familiar with this material and should make use of it during the design, development, implementation and evaluation of the project." The document is divided into 4 chapters: "Introduction," which discusses the Atlantic Coast migrant stream and North Carolina's migratory children; "The State Migrant Program," which deals with administration, objectives, priorities, and the Migrant Education Center; and "Local Migrant Projects," which discusses such topics as planning program activities and evaluation, project staffing and staff development, and travel and equipment. An appendix provides a model for various administrative phases of local migrant education projects. Also included are reprints of Federal laws and amendments defining migrant status and regulating educational programs. (EJ)

ED 050 837 RC 005 234
Bowden, Shirley
Nutritional Beliefs and Food Practices of Mexican-American Mothers.
Pub Date Jun 68
Note—129p.; Master's thesis submitted to Fresno State College, Fresno, California
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cultural Differences, *Eating Habits, Economic Factors, Family Environment, *Farm Labor, Health Needs, Living Standards, Masters Theses, *Mexican Americans, Migrant Problems, *Mother Attitudes, *Nutrition
In the locale of Hanford, California, this 1968 nutritional study was made to explore and evaluate the nutritional beliefs and food practices of Mexican American mothers among low-income agricultural working families. Some 35 mothers whose children attended the Hanford Child Day-Care Center were interviewed at home to determine family characteristics and food-buying and menu-planning practices. Open-ended questions provided information about dietary essentials and the mother's familiarity with the 4 basic daily foods. Results of the study are presented in the document in terms of grocery-buying and menu-planning, home food production and preservation, influence of Child Day-Care Center training, mother's 24-hour recall of her diet, a dietary questionnaire, and daily dietary essentials (folk beliefs, etc.). In summary, it is noted that (1) advanced planning of meals was not the rule, with the majority of mothers deciding on menus just before starting meal preparation; (2) approximately one-half of the families produced some type of food at home, and one-third preserved some food by canning; and (3) menu evaluation revealed deficiencies in milk, fruits, and vegetables. (AN)

ED 050 838 32 RC 005 245
Program for Effective Learning; A Guide for Teachers of Migrant Children.
Arkansas State Dept. of Education, Little Rock.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Aug 69
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication Skills, *Educational Objectives, Educational Theories, *Elementary Grades, Kindergarten, *Migrant Child Education, *Relevance (Education), *Self Concept, Sensitivity Training, Social Relations, Sociocultural Patterns, State Federal Support
The approach taken in this program is based on the assumption that children are placed in heterogeneous classes with children of varied abilities and socioeconomic backgrounds. Although migrant children may be given special attention through small group activities specifically designed to meet their needs, these children should be given the opportunity to see that all children are different from others in many respects and that, because migrant youth may be different, they are not inferior. The theoretical foundation purports that effective communication among children is of paramount importance. As children become involved with one another in relevant activities, they will be motivated to learn. The teacher acts as a facilitator/director/resource person in the learning process. The self-concepts of children will improve as they become (1) aware of their similarities and differences compared to others, (2) confident of their abilities, and (3) knowledgeable of acceptable social interaction. Their self-images will be improved if they are successful in school. In the teachers' guide, a program for effective learning is examined; activities for promoting emotional growth in migrant children (Magic Circle) and for future orientation are described; and activity units, based on Arkansas curriculum guide activities, are presented by grade level (K-6). (LS)

ED 050 839 RC 005 253
Gonzales, Jesus J., Comp.
Bibliography of Mexican American Studies on Various Subjects.
Pub Date 70
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Cultural Awareness, Educational Programs, *Ethnic Studies, *Mexican Americans, *Resource Materials
The document is a bibliography of resource materials in the field of Mexican American studies. Approximately 300 entries covering the period from 1917 to 1967 are divided into the following major categories: Art, Economy, History, Literature, Philosophy, Political Science, Psychology, Religion, Sociology, and Audio-Visual. (EJ)

ED 050 840 95 RC 005 254
[Las Cruces Bilingual Education Project, Evaluation Report: 1969-70.]
Las Cruces School District, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 70
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Annual Reports, Attitudes, Behavioral Objectives, *Bilingual Education, Career Ladders, *Cultural Education, *Elementary Grades, Inservice Teacher Education, Intellectual Development, Language Instruction, Parent Participation, *Spanish Speaking
The Las Cruces Elementary School Bilingual Program, designed to increase achievement levels of K-6 pupils, is located in 2 elementary schools through support from titles III and VII of the Elementary and Secondary Education Act. The project emphasizes the cultural and linguistic heritage of the Las Cruces, New Mexico, area; the structure of the Spanish and English languages; bilingual-bicultural interaction; and the establishment of optimal learning climates in school, home, and community. The experimental design includes the following program components: (1) affective learning environment, (2) culturally centered curriculum, (3) Spanish-English instruction, (4) language experience and individualized reading, (5) differentiated staffing and team teaching, (6) bilingual aides, (7) career-training opportunities, (8) parental involvement, and (9) teacher in-service training. The research design provides data for measuring pupil self-concept, intellectual gain, and academic achievement. Measures of parent participation and attitude toward education are also included. Behavioral objectives are identified, along with the instructional procedures needed to ensure measurable products. (Author/LS)

ED 050 841 RC 005 260
Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America. Part XI: The Basin-Plateau Tribes. Occasional Publications in Anthropology, Ethnology Series, No. 12.
University of Northern Colorado, Greeley.
Pub Date Jan 71

Note—128p.
Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility
Identifiers—*Nevada

The Museum of Anthropology, University of Northern Colorado at Greeley, has assembled various American Indian tribal charters, constitutions, and by-laws to comprise a series of publications. The present volume, Part XI of the series, deals with the Indian tribes of Nevada: The Moapa Band of Paiute Indians, the Pyramid Lake Paiute Tribe, the Summit Lake Paiute Tribe, the Walker River Paiute Tribe, the Yerington Paiute Tribe, the Fort McDermitt Paiute and Shoshone Tribe, the Paiute-Shoshone Tribe of the Fallon Reservation, the Duckwater Shoshone Tribe, the Shoshone-Paiute tribes of the Duck Valley Reservation, and the Yomba Shoshone Tribe. (EL)

ED 050 842 80 RC 005 262
Taylor, Marie E.
Educational and Cultural Values of Mexican-American Parents; How They Influence the School Achievement of Their Children.
California State Dept. of Education, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Anglo Americans, Cross Cultural Studies, Cultural Differences, *Family Attitudes, Grade 3, Grade 4, *Mexican Americans, Opinions, *Rural Areas, Values

Purpose of the study was to determine whether rural Mexican American working-class parents differed significantly from rural Anglo American middle-class and/or working-class parents with respect to value orientation, attitudes held toward the value of education, and effects upon school achievement of the 3rd- and 4th-grade children of these parents. Sample groups in the rural agricultural population of the San Joaquin Valley, California, included 20 Mexican American families, 21 Anglo working-class families, and 24 Anglo middle-class families. According to results of the Value Orientation Schedule, all 3 parent groups were oriented to the present, were more "doing" than "being" types of people, and were in harmony with the nature of their life activities. Results of the Minnesota Survey of Opinions--Education Scale indicated that all 3 groups were on the positive side of the attitude scale, with the Anglo middle-class group being strongest. Pupil achievement scores coupled with information on parent's attitudes toward education revealed that parental attitudes did affect the child's school achievement, particularly in reading, except with the Anglo working-class group. Due to small sample size, far-reaching recommendations are not valid. Implications call for the schools to realize that similarities and differences exist between Anglo and Mexican Americans. Five tables, 1 figure, and 60 references are included, as well as materials used in the study. (MB)

ED 050 843 RC 005 268
Instructional Improvement in Middle and Junior High Grades for 250 Teachers of Disadvantaged Students in Ten Rural, Isolated, Majority Negro, Georgia School Districts. Director's Report.
Georgia Univ., Athens.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 31 Aug 70
Grant—OEG-0-9-204828-2293-725
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biracial Schools, Culturally Disadvantaged, Curriculum Development, *Disadvantaged Schools, *Inservice Teacher Education, *Negroes, Program Development, *Rural Education, Self Concept, *Teacher Improvement
Identifiers—*Georgia

Utilizing summer conferences, seminar activities, and bi-weekly contact with a member of the University of Georgia staff, this project sought improvement for teachers of disadvantaged students. Some 120 teachers in 10 local school systems received personal, concerned, and professional assistance for 1 full year. The teacher population was drawn from rural, isolated majority-Negro school systems in Georgia. The most important contributions of this project resulted from efforts (1) to introduce, and guide implementation of, more appropriate instructional methods in classrooms; (2) to review and update individual teachers in their content areas; and (3) to change self attitudes. Five formal evaluative devices were used: Tennessee Self Concept Scale, Organizational Climate Description Questionnaire, Measures of Attitudes (semantic differential), Objectives of Programs for the Disadvantaged (ranking), and Program Practices for Disadvantaged Children (priority rating of 24 program practices). Results from the first of these devices suggest that the teachers served gained positive attitudes about themselves. The major strength of the project lay in its conduct in the field rather than under laboratory conditions. Approximately 110 pages of appendices provide papers presented at the National Conference for Supervision and Curriculum Development, formal evaluation devices used in the project, and other project-related materials. (MJB)

ED 050 844 80 RC 005 269
The Education of the Mexican-American. A Summary of the Proceedings of the Lake Arrowhead and Anaheim Conferences.
California State Dept. of Education, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, *Conference Reports, Counseling Services, Culture, *Curriculum, *Educational Improvement, Employment, *Mexican Americans, Migrants, Schools, Teaching Methods

Under the auspices of the California State Department of Education, conferences were held in August of 1966 and April of 1967 "by outstanding Mexican American educators" who brought forth questions and proposed solutions to the need for a different kind of quality education for the student of Mexican descent. This document summarizes those conferences, which dealt with all Mexican American students--immigrant children, the children of migrant workers, and the various generations of students living in homogeneous communities composed of persons of Mexican descent. The major thrust of the conferences was the "low educational attainment of the Mexican-American." Among the topics discussed were (1) the Mexican American education problem, (2) points of view on the place of Mexican American culture in California, (3) the status of current educational programs for Mexican American students, (4) curriculum modification for Mexican American students, (5) important considerations for Mexican American education programs, and (6) suggestions for different levels of instruction. The document concludes with a discussion on counseling and guidance, staff training, and school-community relations. (EL)

ED 050 845 80 RC 005 270
Chandler, John T. Plakos, John
Spanish-Speaking Pupils Classified as Educable Mentally Retarded.
California State Dept. of Education, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Students, Individual Tests, *Intelligence Tests, *Mental Retardation, Mexican Americans, Research, *Rural Urban Differences, Second Language Learning, *Spanish Speaking

A total of 47 pupils enrolled in grades 3-8 was selected for this study. Of these pupils, 17 were from a rural area and 30 were from an urban area. The pupils selected had to (1) be of Mexican descent, (2) be currently enrolled in educable mentally retarded (EMR) classes, and (3) have evidenced a problem in using the English language due to their native language being Spanish. The assessment instrument used was the "Escala de inteligencia Wechsler para ninos," which is the Spanish version of the Wechsler Intelligence Scale for Children." Results of the testing showed that the average gain from the previously low test scores (which classified the students as retarded) to the present test scores was 13.15 IQ points. The median score for the prior IQ was 70, while the median score for present IQ was 83. It was concluded that many Mexican American pupils may have been placed in EMR classes solely on the basis of performance on an invalid IQ test. The previous testing was termed invalid because this particular subpopulation of pupils lacks facility with, and understanding of, the English language. When tested in Spanish, pupil performance in many cases was above the cutoff level of the EMR category (approximate IQ of 75). (LS)

ED 050 846 32 RC 005 273
1970 Evaluation Report of the North Carolina Migrant Education Program.
Learning Inst. of North Carolina, Durham.
Spons Agency—North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.; Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 71
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Attendance, Early Childhood Education, Enrollment, Food Service, Health Services, Instructional Improvement, *Instructional Materials, *Migrant Education, Program Administration, *Program Evaluation, Rural Education, Staff Improvement, *State Programs, Tables (Data), Teacher Aides
Identifiers—*North Carolina

The Learning Institute of North Carolina prepared this second annual report on the effectiveness of North Carolina's Migrant Education Program. The report presents information on new programs, exemplary projects, children served, and project self-evaluation in terms of 22 migrant projects evaluated by on-site visitation in the summer of 1970. Questionnaire results, attendance reports, application forms, and other information from each project provided additional data for formulating the recommendations for improvement of migrant education in the areas of instruction, health services, food services, clothing, materials, program administration and evaluation, staff and time utilization, projects for male youths, record transfers, state administration and evaluation, early childhood programs, dissemination, staff development, coordination with other Title I (Elementary and Secondary Education Act) programs, and a migrant education center. The document contains 5 figures, 5 tables, and 6 appendices. (AL)

ED 050 847 RC 005 275
Bush, Alfred L. Fraser, Robert S.
American Indian Periodicals in the Princeton University Library: A Preliminary List.
Princeton Univ., N.J.
Pub Date 70
Note—78p.
Available from—Princeton University Library, Department of Publications, Princeton, New Jersey 08540 ($2.50)
Document Not Available from EDRS.
Descriptors—*American Indians, *Bibliographies, *Library Collections, *Newsletters, Newspapers, *Periodicals

The 78-page work is the first description of the Princeton University Library collection of periodicals produced by and for American Indians. It lists 271 periodicals representing tribal, institutional, and individual publications o the native Americans. (LS)

ED 050 848 RC 005 276
Gore, Phil Maestas, Ernest
Migrant Education Guide.
Colorado State Dept. of Education, Denver.
Pub Date Feb 71
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education, Continuous Progress Plan, Curriculum, Disadvantaged Youth, Educational Planning, Elementary School Students, *Individualized Instruction, Learning Activities, Mexican Americans, *Migrant Child Education, *Nongraded System, *Spanish Americans, Summer Programs

A summer educational program for the children of migratory Spanish Americans in the Greeley area of Colorado is presented. Philosophically, the approach is one of continuous progress; organizationally, it is nongraded, with emphasis on individualized instruction. Three levels are discussed: Early Primary (ages 5-8), Primary (ages 7-10), and Intermediate (ages 10-14). Each level develops the areas of Communicative Skills, Social Living and Science, Mathematics, Fine Arts, and Music. The Intermediate Level illuminates the Science Program while adding Home Economics and Crafts. With each program discussed, an introduction is followed by an outline of activities and materials. As reported, the course of study described, although designed for migrant child, is equally applicable to all children of Spanish American background. In addition, the course of study may be used "-with predictable success with all children identified as needing other than a regular instructional environment." Photographically illustrated, this document also includes an 8-item bibliography oriented to problems encountered in teaching Spanish American students. (MB)

ED 050 849 RC 005 277
Annual Credit and Financing Report, 1970.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 30 Jun 70
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Community Development, *Economic Development, Federal Legislation, Federal Programs, *Financial Services, Private Financial Support, Rural Development, Student Loan Programs, *Tables (Data)

The 1970 Annual Credit and Financing Report of the Bureau of Indian Affairs describes the financing available for economic advancement of American Indians. Specific programs and their results are cited in such areas as housing, small business, agriculture, and education. The appendix contains 41 tables which include information such as loans made, amounts, sources, repayment record, and purposes. (LS)

ED 050 850 RC 005 278
Coya, Liliam
Teacher's Aide Guide.
New Jersey State Dept. of Education, Trenton.
Pub Date [70]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Guidelines, *Migrant Education, Migrant Schools, *Paraprofessional School Personnel, School Environment, *School Orientation, School Personnel, *Teacher Aides

The teacher's aide guide focuses on the various aspects of an aide's position in a migrant educational situation. Following the introduction, section 1 describes the aide's relationship with the teacher, duties of the aide, and materials that might be required; a glossary of commonly used school terms is also provided. Psychologically oriented, section 2 describes accepted approaches for working with children. Also discussed are accident and emergency procedures. Section 3 delves into self-evaluation, taking into consideration the evaluation by others. Included is a self-evaluation form. General Guidelines for Teacher Aides, section 4, conveys the extent of an aide's responsibility and obligations. Section 5 closes the guide with 18 specific duties which a teacher's aide in a migrant educational situation can be expected to perform. (MJB)

ED 050 851 32 RC 005 279
Krebs, Robert E. Stevens, Gail A.
An Assessment of Needs Related to the Education of Migrant Children in the State of Washington.
Center for the Study of Migrant and Indian Education, Toppenish, Wash.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Feb 71
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attendance, Curriculum, *Educational Needs, Education Vouchers, Federal Programs, *Innovation, *Migrants, Minority Groups, Parent Role, Performance Contracts, Poverty Programs, *Program Development, Schools, Socioeconomic Status, *State Programs, Teachers
Identifiers—*Washington State

The purpose of the study, as stated, was to identify and arrange educational needs of migrant children and make recommendations for programs with the objective of improving and equalizing educational opportunities for children of migrant families in the State of Washington. The assessment was based on lay people and educators incorporating the thoughts of people of all ages to generate the guidelines for the Center for the Study of Migrant and Indian Education staff in the development of future programs. In addition to the discussion related to the problems of the migrant child, recommendations are made for provision of compensatory programs, training programs for bilingual paraprofessionals, "alternative" educational programs, mobile facilities, performance contracting, and use of the educational voucher. A partial listing of migrant centers and service organizations in the United States is appended. (EL)

ED 050 852 RC 005 281
Photiadis, John D., Ed. Schwarzweller, Harry K., Ed.
Change in Rural Appalachia; Implications for Action Programs.
Pub Date 70
Note—265p.
Available from—University of Pennsylvania Press, Philadelphia, Pennsylvania 19104 ($15.00)
Document Not Available from EDRS.
Descriptors—Attitudes, *Change Agents, *Economically Disadvantaged, *Individual Needs, Rural Economics, Rural Education, *Rural Environment, Social Change, Social Characteristics, Social Influences, Social Isolation, *Socially Disadvantaged
Identifiers—*Appalachia

Fifteen essays, grouped according to 4 general areas of research, are presented. Part I deals with the individual in his society; Part II examines 6 social institutions--economy, government, family, religion, education, and power structure; Part III delves into methods and objectives of change; and Part IV explores change agencies, particularly the Extension Service of the future. The focus is on immediate and long-term effects upon the individual. A bibliography and/or research notes follow each of the 15 essays. Three tables with sources of data are appended. (AL)

ED 050 853 24 RC 005 282
Politzer, Robert L. McMahon, Sheila
Auditory Discrimination Performance of Pupils from English- and Spanish-Speaking Homes.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—RDM-67
Bureau No—BR-5-0252
Pub Date Jul 70
Contract—OEC-6-10-078
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Discrimination, *English, Grade 1, Grade 3, Grade 5, Grade 7, *Language, *Maturation, Phonemics, Research, Sex Differences, *Spanish Speaking

Major hypotheses tested in this experiment were that (a) auditory discrimination ability is influenced by the native language background of the listener and (b) auditory discrimination ability increases with maturation. The subjects were 142 English-speaking and 84 Spanish-speaking children distributed throughout the 1st, 3rd, 5th, and 7th grades. The dependent measure was a test of auditory discrimination ability consisting of taped pairs of nonsense utterances. Members of each pair were either identical or distinguishable from each other by a single sound. Analysis of variance by grade, sex, and language background was applied to the results. On the total test and on Section 1 (neutral items), there was significant variation due to grade, but not to sex or language background (all significance levels were $p<.01$). Analysis of Section 2 (English-based items) and Section 3 (Spanish-based items) showed significant variation due to grade and language background. The English-speaking children performed better than Spanish-speaking counterparts on Section 2. The reverse was true on Section 3. Results suggest that any discussion of auditory discrimination ability which does not take into account the native language background of the listener is likely to overlook a highly significant variable and lead to tenuous conclusions. (Author/LS)

ED 050 854 24 RC 005 283
Purpose and Potentials, Part One: Basic Program Plans. Annual Report to the United States Office of Education.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-6-2871
Pub Date 15 Sep 68
Contract—OEC-4-7-062871-3059
Note—194p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American Indians, Computer Oriented Programs, Culture, *Educational Improvement, Eskimos, *Ethnic Groups, Individualized Programs, Instruction, Mexican Americans, Migrants, *Program Development, *Small Schools, *Systems Approach, Teaching Skills, Technology, Urban Education
Identifiers—*Northwestern States

An annual report of the Northwest Regional Educational Laboratory to the U.S. Office of Education is presented. The laboratory's "Basic Program Plan" comprises this first of 3 report parts and stresses a continuing focus on the application of systems technology to the improvement of education through research, development, and dissemination in terms of (1) developing instructional systems to improve teaching competencies; (2) developing instructional systems to improve comprehensive planning for culturally different groups such as culturally diverse metropolitan populations, American Indians (including Alaskan natives), and migrants, and (3) developing instructional systems to improve instruction in small schools. The report deals with 5 major programs intended to facilitate the meeting of the goals of the laboratory: Development Division programs, a program for Developing Instructional Systems to Improve Teacher Competencies, the Intercultural Program, a program for Improving Instruction in Small Schools, and special projects (Relevant Educational Applications of Computer Technology, Individually Prescribed Instruction, and Information for Urban Educational Planning). Throughout this report, development of purpose, accomplishment, and planning are embodied. Included are 37 charts. (MJB)

ED 050 855 RC 005 284
Dumont, Robert V.
Information Source; Education for American Indians.
Office of Education (DHEW), Washington, D.C. Office of American Indian Affairs.
Pub Date Dec 69
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annotated Bibliographies, *Education, *Information Sources, *Publications

In response to public request, information on American Indian education was prepared by the U.S. Department of Health, Education, and Welfare. The document lists basic resources that would be of interest to a student or anyone beginning a study of American Indian education. Included are sources of information on Indians (e.g., state departments of education), a list of newspapers published mainly by Indian groups, and approximately 60 annotated bibliographic citations on American Indians (under subject headings). (EL)

ED 050 856 88 RC 005 285
The Appalachia News; Mississippi State Module. Final Report.
Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.
Pub Date Jun 70
Grant—OEG-2-7-005077-5077(324)
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Basic Skills, *Educational Innovation, Inservice Teacher Education, *Newspapers, *Program Evaluation, Reports, *Rural Education, Supplementary Reading Materials, Teaching Guides
Identifiers—*Appalachia, Mississippi

The Appalachian area of Mississippi is inhabited by a great number of adults who have never read a newspaper. Although numerous newspapers are printed within Appalachia, many adults cannot comprehend the local newspapers. The problems of non-communication, low educational level, and isolation of these people are concerns of the Itawamba Junior College (IJC) Adult Education Department, which received a grant from the Appalachian Adult Basic Education Demonstration Center to implement a low-reading-level newspaper to be distributed in the 20 counties of Mississippi Appalachia. Thus, the first edition of 500 copies was printed on February 16, 1970. In March, a training session was held to orient teachers to uses of this type of newspaper. The number of copies was then increased to 2000 so that each Adult Basic Education (ABE) student in Mississippi Appalachia could receive a newspaper to be used as supplemental reading material. In conclusion, the "Appalachia News" has been widely accepted. Numerous requests have been received for the paper from teachers and organizations located outside of Mississippi Appalachia, and 5500 copies of the paper are being mailed to adult educators and students in Mississippi Appalachia and in 34 states, the District of Columbia, the Virgin Islands, and Puerto Rico. (Author/AL)

ED 050 857 88 RC 005 286

Town and Country Mobile Classroom; Mississippi State Module. Final Report.

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077(324)

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, Basic Skills, *Cooperative Planning, Dropouts, *Educational Innovation, Guidance Services, Industrial Training, *Mobile Classrooms, Program Evaluation, Reports, *Rural Education

Identifiers—*Appalachia, Mississippi

There is a great need for adult basic education in Appalachia Mississippi. The Itawamba Junior College (IJC) Vocational and Technical Adult Education Department is presently meeting the needs of a small majority of the adults who need additional education. In an agreement with Town and Country Mobile Homes manufacturers, the Mississippi State Department of Education, and the Appalachian Adult Basic Education Demonstration Center, IJC Adult Education Department created an educational facility through which undereducated adults can upgrade their functional educational level. The mobile home manufacturer built and donated the mobile classroom; the state department of education provided necessary funds to equip the facility with hardware and software and to pay the teacher's salary; and the IJC Adult Education Department supervised the project. An educational survey of various communities and industrial locations was conducted and a class schedule was established. Initially, 5 locations were selected and 80 people were enrolled. Presently, the mobile classroom is scheduled in 7 locations, with 125 people being enrolled. IJC Adult Education Department believes that the initial objectives set up for the mobile classroom have been met satisfactorily, inasmuch as the Mississippi State Department of Adult Education has agreed to support operations of the mobile classroom for 1970-71. (Author/AL)

ED 050 858 RC 005 287

Migrant Research Project: Annual Report 1970.

Manpower Evaluation and Development Inst., Washington, D. C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 71

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agency Role, *Annual Reports, Demography, Education, Employment, Farm Labor, *Federal Programs, Health, Income, Interviews, *Manpower Development, *Migrant Workers, Nutrition, Pilot Projects, Questionnaires, Research Methodology

Objectives of the Migrant Research Project, a pilot study funded by the Office of Economic Opportunity, were to obtain needed data about the migrant worker population and to develop instruments and research techniques for future studies. Thus, interviews were conducted with over 13,000 migrant families (representing almost 80,000 individuals) and with growers or company representatives, crew leaders, and welfare directors. Additionally, data-gathering instruments were developed and used to obtain information for use by migrant-assistance agencies. Results are included in the 1970 annual report in terms of demographic characteristics of migrants, recent work experience, experience with social agencies, the impact of mechanization, the existing food stamp plan, the proposed Family Assistance Plan, and special studies and action programs. Based upon the 2-year study, the project report also offers conclusions and recommendations about several spheres of activity, including establishment of procedures which will allow public-assistance agencies (1) to meet more equitably the needs of their migrant clientele and (2) to formulate plans to meet the needs of migrant and seasonal workers who will soon be displaced from employment by mechanization. Graphs, tables, and photographs are included. (The 1969 annual report is ED 043 443.) (EL)

ED 050 859 RC 005 288

van der Smissen, Betty, Comp. Joyce, Donald V., Comp.

Bibliography of Theses and Dissertations in Recreation, Parks, Camping, and Outdoor Education.

National Recreation and Park Association, Washington, D.C.

Pub Date 70

Note—555p.

Available from—National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($7.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Camping, Doctoral Theses, Masters Theses, *Outdoor Education, *Parks, *Recreation

The bibliography provides 3831 annotated citations of theses and dissertations in the areas of recreation, parks, camping, and outdoor education. The studies, completed from 1910 to 1970, represent 188 institutions. Entries are indexed by participating institution and topic. (MJB)

ED 050 860 RC 005 289

Fay, George E., Comp.

Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part X: The Northwest, and Alaska (cont'd.). Occasional Publications in Anthropology, Ethnology Series, No. 11.

University of Northern Colorado, Greeley.

Pub Date Jun 71

Note—114p.

Available from—University of Northern Colorado, Museum of Anthropology, Greeley, Colorado 80631 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

Identifiers—*Northwestern States

The Museum of Anthropology, University of Northern Colorado at Greeley, has assembled various American Indian tribal charters, constitutions, and by-laws to comprise a series of publications. The present volume, Part I of the series, covers the following Northwest groups: the Hoh, Muckleshoot, Nisqually, Port Gamble Clallam, Lower Elwha, Puyallup, Quinault, Squaxin Island, Suquamish, Kalispel, and Swinomish of Washington, and the Burns Paiute, Cayusa, Umatilla, and Walla Walla of Oregon. (EL)

ED 050 861 RC 005 290

Fay, George E., Comp.

Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part XII: The Basin-Plateau Tribes (cont'd.). Occasional Publications in Anthropology, Ethnology Series, No. 13.

University of Northern Colorado, Greeley.

Pub Date Feb 71

Note—119p.

Available from—University of Northern Colorado, Museum of Anthropology, Greeley, Colorado 80631 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility

The Museum of Anthropology, University of Northern Colorado at Greeley, has assembled various American Indian tribal charters, constitutions, and by-laws to comprise a series of publications. The present volume, Part XII, is a continuation of the publication on Basin-Plateau Indian groups: the Ely Indian Colony and Reno-Sparks Indian Colony of Nevada; the Washoe Tribe of Nevada and California; the Coeur d'Alene Tribe, Shoshone-Bannock Tribes, Kootenai Tribe, and Nez Perce Tribe of Idaho; the Confederated Tribes of Goshute Reservation and Ute Indian Tribe of Uintah and Ouray Reservation in Utah; the Ute Mountain Tribe of Colorado, New Mexico, and Utah; and the Southern Ute Tribe of Colorado. (EL)

ED 050 862 RC 005 291

Correll, J. Lee And Others

Navajo Bibliography with Subject Index. Revised Edition.

Navajo Tribe, Window Rock, Ariz.

Report No—RR-2

Pub Date 69

Note—398p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*American Indian Culture, *American Indians, *Bibliographies, *Historical Reviews, *History

Identifiers—*Navajos

Approximately 5,640 references oriented to the Navajo people, their land, and environment compose this revised bibliography. The references--published between 1638 and 1971--include historical, enthnographic, biographic, technical, popular, and fictional works as well as archival and congressional materials, newspaper accounts, articles from journals and magazines, books, pamphlets, manuscripts, and technical papers from governmental and Navajo tribal files. A subject index is included. (MB)

ED 050 863 RC 005 292

The Nongraded-Trimester-Minicourse Concept: Report to Date.

Dillingham City School District, Alaska.

Pub Date 3 May 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—English, *Flexible Scheduling, *Nongraded Classes, Rural Schools, *Secondary Grades, *Small Schools, Social Studies, Student Participation, Teacher Participation, *Trimester Schedules

Dillingham High School (grades 7-12) in rural Alaska established a schedule and curriculum which provided students and teachers with an active voice in determining their educational experiences. The result was a group of over 200 one-half-credit "minicourses" offered in a variety of time arrangements. All courses were nongraded through the 9th grade level. Junior high level students were given the opportunity to schedule into regular high school level courses. The school year was divided into 60-day trimesters and 63-minute time blocks consisting of three 21-minute modules. Reaction to the new schedule and curriculum appeared generally favorable from students, teachers, and outside evaluators. Sample schedules, course offerings, and course descriptions are appended, along with an evaluation report, observations by the superintendent, and student and teacher questionnaires. (JH)

ED 050 864 RC 005 293

McEwen, E. R.

Community Development Services for Canadian Indian and Metis Communities.

Indian-Eskimo Association of Canada, Toronto (Ontario).

Pub Date 31 Jan 68

Note—53p.

Available from—Indian-Eskimo Association of Canada, 277 Victoria Street, Toronto 2, Ontario ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Community Development, *Community Involvement, Community Programs, Delinquency, Demography, Education, *Eskimos, Health, Housing, Income, Language, *Program Development, Self Actualization, Self Help Programs, Social Action

Identifiers—*Canadian Indians

A critical assessment of the Canadian Indian-Eskimo Association's current Community Development Program for Canadian Indian, Eskimo, and Metis communities, this document

contains proposals for corrective measures. Sections of the document are (1) The Beginning of Community Development in Canada; (2) Structure in Canada for Community Development Services for Indians, Metis, and Eskimos; (3) The Plight of Canadian Indians and Eskimos; (4) Some Weaknesses in the Official Structures for Community Development Activity; (5) Criteria for the Development of a Structure for Community Development to Serve Native Canadian Communities; and (6) Findings and Recommendations. Also included are a memorandum and a bibliography. (MB)

ED 050 865 48 RC 005 296

Nogales, Luis G., Ed.

The Mexican American: A Selected and Annotated Bibliography.

Stanford Univ., Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-0-7761

Pub Date Feb 71

Contract—OEC-0-70-4800(823)

Note—168p.

Available from—Stanford Bookstore, Stanford, California 94305 ($2.00 plus $0.25 postage)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Anthropology, Economics, *Education, History, Laws, Linguistics, Literature, *Mexican Americans, *Periodicals, Philosophy, Political Science, Psychology, Public Health, *Sociology

Citations and annotations for 444 printed works on the Mexican American or Chicano published from 1919 to 1970 are found in this revised and enlarged bibliography. The bibliography is meant to be selective and emphasizes scholarly publications. Compared to an earlier edition, unpublished dissertations are covered more extensively and the number of contributions of Mexican scholars has been expanded significantly. Documents are indexed by descriptive term and by subject field. A list of 64 Chicano periodicals is included. An even more comprehensive third edition is planned. (JH)

ED 050 866 24 RC 005 297

Evaluation of Mobile Office Education Unit Utilization with Migrant Workers in Box Elder School District. Final Report, March 1971.

Utah State Board of Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3046

Pub Date Mar 71

Grant—OEG-4-7-06346-1612

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Adult Education, Attendance, *Educational Programs, English Education, Language Usage, *Migrant Workers, *Mobile Educational Services, *Office Occupations Education, Program Evaluation, Reading, Spelling, Summer Programs, Typewriting

Contracted by the U.S. Office of Education, this program utilized a mobile office-education unit designed to provide office education to migrant workers in Brigham City, Utah, to thus expand their vocational opportunities. Stated objectives were that each student would (1) demonstrate "touch" knowledge of the typing keyboard and skills necessary to type from copy, (2) increase his spelling ability, (3) increase his English usage capability, (4) increase his English reading capability, and (5) demonstrate ability to solve routine practical arithmetic problems. The 17 two-hour evening sessions, held Tuesday/Thursday and Monday/Wednesday, were attended at least once by 29 students (19 students attended 5 or more sessions). Evaluation of the objectives was based on results of interviews, observations, objective testing, attendance data, and data from the Utah Migrant Council. Using the Wilcoxons' signed ranks test and the u- and F-tests on test scores, it was determined that the first 4 stated objectives were met by most students. The fifth objective had been met before program institution. Typing skills gained were negligible but contributed to large gains in spelling, English usage, and reading skills. Six tables and recommendations are included. A related document is ED 043 446. (MJB)

ED 050 867 RC 005 298

The Appalachian Migrant in Columbus, Ohio: A Study for the Junior League of Columbus from the Community Research Committee, October 1970.

Columbus Junior League, Ohio.

Pub Date Oct 70

Note—16p. Prepared by the Community Research Committee

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, *Cultural Differences, Cultural Factors, *Migrants, Migration Patterns, *Rural Urban Differences, *Social Agencies, *Social Problems, Social Responsibility, Social Services

Identifiers—*Appalachia

The purpose of this study was to increase awareness of the special needs of the Appalachians migrating to Columbus, Ohio. The study revealed that the majority of migrants from Appalachia rapidly became an economically and socially viable force in the community. Many, however, find the move difficult. Their skills are inadequate in a modern technological society, and their rural orientation impedes easy adjustment to urban life. The fact that they have left their homes is a sign of a desire for improvement. It appears that help is needed in the areas of health, housing, education, welfare, employment, law enforcement, religion, and recreation. Suggestions for various kinds of actions are included for each of the foregoing areas. (LS)

ED 050 868 RC 005 299

A Report - "The Response to An Even Chance": The Gallup-McKinley County School District as Seen by the New Mexico State Department of Education.

New Mexico State Dept. of Education, Santa Fe.

Pub Date Feb 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administration, *American Indians, *Educational Finance, *Federal Aid, *Investigations, Programs, Public Schools, *State Departments of Education, State Federal Aid, Students

The document is a response by the New Mexico State Department of Education to "allegations, accusations and implications" of misuse of Federal funds intended for American Indian children. The allegations resulted from an investigation--supported by the NAACP Legal Defense and Educational Fund with the cooperation of the Center for Laws and Education of Harvard University--which was conducted in a number of states with public schools serving the Indian population. This document contains the response for the Gallup-McKinley County School System exclusively. The rebuttal selects specific allegations from the original report, "An Even Chance" (ED 047 867), and presents answers and clarifications. Recommendations of the reviewing team, resulting from their follow-up study, are also included. (EL)

ED 050 869 RC 005 300

Peterson, John H., Jr.

Socio-economic Characteristics of the Mississippi Choctaw Indians.

Mississippi State Univ., State College. Social Science Research Center.

Report No—34-ES-9

Pub Date Jun 70

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *American Indians, *Community Surveys, *Employment Statistics, Family Income, Migration Patterns, Occupational Aspiration, Population Distribution, Residential Patterns, *Socioeconomic Status, Tables (Data)

Identifiers—*Choctaws

The socioeconomic condition of the Mississippi Band of Choctaw Indians was surveyed in the fall of 1968. Using a questionnaire, 570 Choctaw households in 7 communities were interviewed by Choctaw Agency personnel. Information gathered included population figures by age, sex, and residence; educational attainment, aspirations, and use of English; present occupation, occupational aspirations, and cash income per household; and social and economic relations. The intent of this report was to present the socioeconomic condition of the Choctaw people in statistical form to be of value (1) to officials of the Choctaw Tribe and the Choctaw Agency of the Bureau of Indian Affairs and (2) to vocational educators who have recognized the need for detailed information about specific populations in order to plan vocational programs at the local level. Included in the report are 42 tables. (JH)

ED 050 870 RC 005 301

Implementing an Instructional Media Center at Stewart Indian School.

Nevada Univ., Reno.

Pub Date Aug 70

Note—146p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Indians, Cultural Factors, Educational Facilities, *Educational Objectives, *Inservice Teacher Education, *Instructional Materials Centers, Instructional Media, *Multimedia Instruction, Program Evaluation, Resource Materials, Secondary Schools

Purposes of this project were to organize an operational teaching-learning center at Nevada's Stewart Indian School and to provide teachers with the required in-service instruction in the use of media and teaching resources. The media center is designed around the theory that inquiry, self-direction, and independent study must be based on a trust in student ability to carry through a self-directed and teacher-directed study program. The in-service program has 3 major components: (1) the development of basic understanding of media utilization, (2) the conducting of 2 one-day workshops and numerous conferences with individual teachers, and (3) the provision of an intensive 2-week media workshop for selected teachers. Implementation of the media center is discussed in the document in terms of existing facilities, student needs, staff requirements, selection and accessibility of materials, need for cultural enrichment materials, and evaluation. The appendix contains such items as a diagram of facilities, a pupil behavior and attitude checklist, and a bibliography of California and related Indian materials. (LS)

ED 050 871 88 RC 005 302

Education in Nevada: An Assessment, 1970 Study.

Nevada State Dept. of Education, Carson City.; Nevada Univ., Reno. Coll. of Education.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 26 Oct 70

Note—136p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Improvement, *Educational Needs, *Educational Objectives, *Program Evaluation, *Rural Urban Differences, *State Programs, Surveys

Identifiers—*Nevada

Determining the imperative educational needs in the State of Nevada constituted the general purpose of this study funded under Title III of the Elementary and Secondary Education Act. Utilizing the 1969 Wisconsin Educational Needs Assessment Study instrument, the study sought to evaluate educational needs in terms of subject fields to be taught, level of education needed in the various school districts, pre-vocational and occupational programs, teacher personnel concerns (e.g., salaries), administrative and pupil services, budget allocations, instructional approaches, educational programs, and inservice education. After a discussion of the foregoing areas of need, composite educational needs representing the sample population (n=451)--school board members, educators, students, and citizens from urban, rural, and remote areas--are noted. It is concluded that reading, education in motivating and guiding pupils, diagnosing pupil needs, individually guided instruction, and teacher personnel are among the high-priority items in planning for education in Nevada. Two appendixes, 28 tables, and 13 figures illustrate the report. (MJB)

ED 050 872 RC 005 304

Proceedings: The Nevada Inter-tribal Indian Conference (University of Nevada, May 1-2, 1964).

Nevada Univ., Reno. Center for Western North American Studies.

Pub Date 10 Apr 65

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indian Culture, *American Indians, Attitudes, *Education, History, Intercommunication, *Legal Problems, *Political Issues, *Social Attitudes

Identifiers—*Nevada

The conference report of the 1964 Nevada Inter-tribal Indian Conference, designed to encourage cooperation and communication between Indians and non-Indians, deals with (a) Indians and opportunity, (b) Indians and the community, and (c) Indians and legislation. The document also records narration reflecting the attitudes of Indians in Nevada toward their life situation. Additionally, emphasis is given to the claims cases of such tribes as the Washoe, the Western Shoshone, and the Northern Paiute. This material "should prove valuable to those who are interested in Indian affairs, Nevada history and anthropology, social work and Indian education." (MB)

ED 050 873 RC 005 306

Beaulieu, David

The Formal Education of Minnesota Indians: Historical Perspective Until 1934.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Jun 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Attitudes, *Education, *History, *Public Education, *Schools

Identifiers—Chippewas, *Minnesota, Sioux Indians

An historical perspective of the education of Minnesota Indians until 1934 is provided in terms of (1) the function of the missionary, (2) the federal period--including the mission contract period, reactionary policy, and new direction and money--and the 20th century, and (3) the Minnesota Indians and state public school education. Demographic data, 3 population maps, and a bibliography are included. (MJB)

ED 050 874 RC 005 307

The Economic and Social Condition of Rural America in the 1970's: Part 1.

Economic Research Service (DOA), Washington, D.C.

Spons Agency—Congress of the U.S. , Washington, D.C. Senate Committee on Government Operations.

Pub Date May 71

Note—159p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Demography, Development, *Education, *Employment, Federal Aid, Health, Housing, Income, Programs, *Rural Areas, Services, *Socioeconomic Influences

As part of a report by the Economic Development Division of the Economic Research Service, U.S. Department of Agriculture, to the 1st session of the 92nd Congress, the socioeconomic conditions and trends of rural America in the 70's are described by way of statistical compilation of data. The report highlights the problems of rural people according to where they live in contrast to where others live. The document presents the material in 5 categories: Population, Income and Employment, Health and Education, Housing, and Government Services and Facilities. "Each of these sections is introduced by an overview statement on the subject matter included. The tables and charts are accompanied by a brief narrative on the particular set of figures presented." (EL)

ED 050 875 95 RC 005 308

Report of Survey Findings: Assessment of Needs of Bilingual Education Programs.

National Consortia for Bilingual Education, Fort Worth, Tex.

Pub Date Jun 71

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indians, *Bilingual Education, Chinese, Community Involvement, Curriculum Development, Educational Needs, *Instructional Materials, *Instructional Programs, Mexican Americans, *National Surveys, Portuguese, *Spanish Speaking, Staff Improvement, Teacher Characteristics

Identifiers—*Elementary Secondary Education Act Title VII

Information from all Title VII Bilingual Education Projects in existence comprises this report by the National Consortia for Bilingual Education, which was set up (1) to assess major needs of bilingual education programs across the nation in terms of curriculum-related materials and (2) to identify, test, and/or design materials for broad dissemination. In keeping with the first objective, this document presents a description of the assessment-of-needs process, a description of the learners and their environments, a discussion of preliminary matching of materials needs and products, exploration of the unmet materials needs, and an environmental model for materials packaging. The foregoing information was obtained mainly by mail-out, telephone, and on-site visitation surveys. Nine tables and 6 figures are included. A related document is RC 005 322. (MJB)

ED 050 876 RC 005 310

Nixon, Richard

Report on Government Services to Rural America. Message from the President of the United States Transmitting the First Annual Report on Government Services to Rural America, Pursuant to the Agricultural Act of 1970.

Executive Office of the President, Washington, D.C.

Report No—HD-92-55

Pub Date 1 Mar 71

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Characteristics, *Economic Development, Employment, *Federal Programs, Health, Housing, Income, Population Distribution, Rural Education, Rural Environment, Rural Population, *Rural Urban Differences, Self Help Programs, *Services, *Social Development, Utilities

A 1971 message from the President of the United States, this report on government services to rural America discusses the American scene today, population, employment, income, community assets, education, health, housing, electricity and telephone services, the future of rural America, and program availability in rural areas. The appendix includes the source and nature of information given, followed by 11 tables showing monies (by state) expended in 1970 through Federal governmental agencies. (MJB)

ED 050 877 RC 005 311

Horn, B. Ray

A Factor Analysis of Attitudes Toward the Term "Outdoor Education" as Given by the Members of the AAHPER Council on Outdoor Education and Camping.

Pub Date 70

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, College Faculty, *Conservation Education, *Environmental Education, Graduate Students, *Outdoor Education, Recreational Activities, *Research, Vocabulary

The problem was to determine similarities and differences in attitudes toward the meaning of the term "outdoor education." The examined population comprised members of the American Association for Health, Physical Education, and Recreation's (AAHPER) Council on Oftdoor Education and Camping who were associated with colleges and universities. Results were significant. Of the 118 in the population, 97% responded by completing the test instrument. Results indicated that the AAHPER Council was divided into 3 partially overlapping interest groups, each having some individual and some shared attitudes toward the meaning of "outdoor education." The research hypothesis was that agreement existed among members of the AAHPER Council on the meaning of "outdoor education." "Agreement" was operationally defined as at least 70% of the respondents appearing on any one of the attitude factors abstracted by a factor analytic computer program (Q-methodology). Since 70% of the respondents did not appear on any one of the factors, the hypothesis was rejected. Since areas of disagreement appeared, it was within the scope of inquiry to describe the nature of this disagreement. An analysis and interpretation of the extracted factors and an explanation of the concomitant attitude groups described the areas of this disagreement. The 3 prominent attitude groups were the (1) Environment-oriented Group, (2) Conservation-oriented Group, and (3) Outdoor-activity-oriented Group. (Author/LS)

ED 050 878 32 RC 005 313

Opportunities for Improving Administration of Federal Program of Aid to Educationally Deprived Children in West Virginia: Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 5 Mar 70

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administration, Attendance, *Educational Disadvantagement, Educational Improvement, *Federal Programs, *Program Budgeting, *Program Evaluation, School District Spending, State Departments of Education

Identifiers—*West Virginia

The U.S. Comptroller General's Office has compiled a report on the administration and effectiveness of Federal programs under Title I of the Elementary and Secondary Education Act for children living in school-attendance areas having high concentrations of children from low-income families in West Virginia. As stated in the document, review of the Federal programs encompassed Logan, Raleigh, and Fayette counties because of greater program funds allocated to local educational agencies (LEAs) therein. The review was also concerned with selected aspects of funds allocated to the state educational agency. The review was directed toward an examination into (1) procedures and criteria used in selecting areas eligible for program participation within an LEA, (2) allowability of charges to the program, and (3) justification for and utilization of equipment purchased under the program. Among the areas discussed in the document are program participation, construction of educational facilities, equipment purchase, and audits of Title I program activities. Recommendations as to how the Federal money can be utilized to the fullest extent to benefit the target population are included. (EL)

ED 050 879 RC 005 314

The 1971 Annual Report to the President and the Congress--Title I, E.S.E.A.--The Weakest Link: The Children of the Poor.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date 1 Mar 71

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Compensatory Education, Cultural Differences, *Disadvantaged Youth, Educational Finance, Educational Quality, *Federal Programs, Longitudinal Studies, Minority Groups, Parent Participation, *Program Evaluation, *Rural Education, School Integration, School Services

Identifiers—*Elementary Secondary Education Act Title I

Presented is a condensed evaluation report from the National Advisory Council on the Education of Disadvantaged Children relating to 1970-71 school year programs funded under the Elementary and Secondary Education Act, Title I. The major foci of the Title I report are parent involvement and accountability, school finance, state discretion and delivery of services, quality compensatory and integrated education, and cultural differences. The last chapter is a summary with recommendations relating to each major area within the scope of the report. The document contains 5 appendices, one of which is a comparative study chart of Title I evaluations completed since 1969. (AL)

ED 050 880 RC 005 315

Arizona State Economic Opportunity Office: Annual Report, Calendar Year Ending December 31, 1970.

Arizona State Ecomonic Opportunity Office, Phoenix.

Pub Date 31 Dec 70

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Alcoholism, *American Indians, *Annual Reports, Community Action, Community Development, *Community Programs, Early Childhood Education, Economic Development, *Economic Disadvantagement, Employment Programs, Environmental Influences, Family Planning, *Federal State Relationship, Health Services, Job

Development, Legal Aid Projects, Neighborhood Centers, Tables (Data)
Identifiers—*Arizona
Presented is the 4th annual report of the Arizona State Economic Opportunity Office. The purpose of the report is to provide interested agencies, public officials, and the general public an overview of Office of Economic Opportunity programs operating in the State of Arizona. The report gives brief descriptions and purposes of the various programs. It also contains a compilation of projects by county and Indian community action agencies. All single-purpose programs of record in the state office are also included. (LS)

ED 050 881 RC 005 316
Valencia, Atilano A.
An Analysis of the Major Deficiencies in the New Mexico Schools and Recommendations for Curriculum and Instructional Improvement.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Four Corners Regional Commission, Santa Fe, N. Mex.
Pub Date 25 Nov 68
Note—65p.; A Report Submitted to The Four Corners Regional Commission, Santa Fe, New Mexico
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Curriculum Problems, Educational Innovation, *Educational Needs, Elementary Education, *Higher Education, Instructional Improvement, *Rural Education, Secondary Education, *Vocational Education
Identifiers—*New Mexico
"The purpose of this report was to select and present data on the various levels of education in the State of New Mexico, with particular reference to status, deficiencies and needs in curriculum and instruction. The most significant and relevant information on elementary education (public and non-public), secondary education (public and non-public), Indian education, vocational and technical education, and higher education was collected and analyzed to propose suggestions and recommendations for improvement of curricula and instruction." An attempt was made "to reveal significant areas of educational need coupled with recommendations that may suggest programs and projects to cope with the noted educational deficiencies in the state." A formal observation of innovational practices for curricular and instructional revision in New Mexico schools is appended. (JH)

ED 050 882 RC 005 317
Richards, David R.
An Evaluation of Supplementary Techniques for Correcting Idiom and Vocabulary Problems of Bilingual Students.
Pub Date Aug 70
Note—37p.; Master's thesis submitted to Brigham Young University, Provo, Utah
Available from—Inter-Library Loan from Brigham Young University, Provo, Utah
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bilingual Education, *Elementary School Students, English (Second Language), *Language, Masters Theses, Navaho, Oral Communication, *Reading Achievement, Reading Tests, Vocabulary
The study was conducted with the understanding that bilingual Navajo Indian students attempting to get an education in the public school system are faced with learning to read the English language under the conventional method. As stated, the primary purpose of this study was to determine if the Indian and non-Indian children in grades 4, 5, and 6 of the San Juan County School District, Utah, could increase their reading vocabulary using 6 conventional basal readers and accompanying dictionaries, the "Little Dictionaries for Vocabulary and Idioms," during the school year 1969-70. These investigator-constructed dictionaries contained English definitions of every idiom and vocabulary item in the basal readers that the researcher deemed questionable in terms of understanding by a bilingual student. Results of the pre- and post-test were statistically compared using the t-ratio. General findings were that grades 5 and 6 of the experimental Indian group showed significant gains in vocabulary skills; grade 4 Indian students in the experimental groups gained higher than grade 4 Indians in the control group; and grade 4 non-Indians in the control group gained significantly higher than Indians in the same group. Recommendations are included for replication and further study of the problem. (EL)

ED 050 883 24 RC 005 318
Barrios, Ernie, Ed.
Bibliografia de Aztlan: An Annotated Chicano Bibliography.
San Diego State Coll., Calif. Centro de Estudios Chicanos Publications.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-0-8092
Pub Date 71
Note—177p.
Available from—Centro de Estudios Chicanos Pub., 5876 Hardy Avenue, San Diego, California 92115 ($3.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American Indians, *Annotated Bibliographies, *Educational Resources, Health, *Literature Reviews, Mexican American History, *Mexican Americans, Newspapers, Periodicals, Philosophy, Political Science, *Reference Materials, Sociology
More than 300 books and articles published from 1920 to 1971 are reviewed in this annotated bibliography of literature on the Chicano. The citations and reviews are categorized by subject area and deal with contemporary Chicano history, education, health, history of Mexico, literature, native Americans, philosophy, political science, pre-Columbian history, sociology, and Southwest history. Six Chicano journals and periodicals are reviewed, as are 7 additional bibliographies on the Chicano. Newspapers affiliated with the Chicano Press Association and 3 additional Chicano newspapers are listed with addresses. Author and title indexes are appended. (JH)

ED 050 884 RC 005 320
Urbanski, Lawrence E.
[A Cross-Cultural Comparison of Mass Communications Interests Among Cloquet Junior High School Students and a Comparison of Mass Communication Interests of Indian Students in Four Minnesota Schools].
Pub Date Jul 68
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Communications, Comparative Analysis, Cross Cultural Studies, Education, *Interest Research, *Mass Media, *Secondary School Students
The cross-cultural study was performed (1) to determine what significant differences there were among Cloquet Junior High School students in terms of use of mediums of mass communication (TV, radio, movies, newspapers, comic books, and books) and (2) to note whether significant differences existed between interests (e.g., adventure, comedy, mystery) of Indian students and non-Indian students. Other purposes of the study were to check the availability of various mediums to all students and the usefulness and importance of such as part of the instructional program. The population included 102 students (in grades 7, 8, and 9), of which 34 were American Indians from the Fond du Lac Chippewa Indian Reservation in Minnesota. A 4-page checklist obtained data, which are recorded on tables. The findings revealed (1) a definite pattern of interest with each medium and (2) a significant interest difference with Indian students as compared to other students, with some exceptions. In the second study, designed to obtain a more complete picture of Indian student interests than was provided by the foregoing cross-cultural study, 36 Indian students attending 4 Minnesota secondary schools responded in terms of mass communication interests. Tabular results indicate, for example, that students in all schools feel that books comprised the medium from which the students learned most. (EL)

ED 050 885 RC 005 321
Wertheimer, Richard F., II
The Monetary Rewards of Migration Within the U.S.
Urban Inst., Washington, D.C.
Pub Date Mar 70
Note—65p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 ($1.95)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Factors, *Economic Research, Income, *Migrants, *Migration, Models, Multiple Regression Analysis, Personality, Research Methodology, *Rural Urban Differences
This study focuses on the economic benefits derived by the migrant from migration. The report presents a methodology for computing monetary benefits, an estimate of these benefits, and implications of the findings for public policy. Included are a discussion of domestic migration and public policy, an economic theory of migration, an explanation of the use of multiple regression analysis in obtaining an estimate of the annual earnings differential attributable to migration, the results of the foregoing analysis, and interpretation and policy implications. Among the implications, it is noted that (1) migration out of the South yields higher earnings for all but women, who earn no additional income, and for the college-educated; (2) overall, the larger the city migrated to, the larger the monetary gains; (3) after 5 years, migrant earnings are equal to those of Northern and urban nonmovers of the same education, age, race, and sex; and (4) South-to-North migration is more profitable for nonwhites than for whites. Twelve tables are presented. (MJB)

ED 050 886 95 RC 005 322
Tests in Use in Title VII Bilingual Education Projects.
National Consortia for Bilingual Education, Fort Worth, Tex.
Pub Date Jun 71
Note—188p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bilingual Education, *Instrumentation, *Measurement Instruments, National Surveys, *Spanish Speaking, Testing, *Tests
Identifiers—*Elementary Secondary Education Act Title VII
Developed by the National Consortia for Bilingual Education, this list of tests representing 72 Title VII projects includes commercially published tests, tests developed by the projects themselves, and tests designed by other entities such as educational laboratories, school districts, and state agencies. Each test is described in terms of the project using the test, language of the project, grade range, test title, origin of the test, stated purposes, age level or grade, level of application, and language of test. It should be noted that "adequacy of measurement, usability, or appropriateness (of the tests) should not be inferred." Appendix A shows the commercial tests used in Title VII projects, their publishers, and the project users. Appendix B gives the addresses of test publishers. A related document is RC 005 308. (MJB)

ED 050 887 24 RC 005 323
Arciniega, Tom
The Urban Mexican American: A Sociocultural Profile.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2469
Pub Date Jul 71
Contract—OEC-1-6-062469-1574
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Economically Disadvantaged, Economic Development, Educational Development, *Group Dynamics, *Mexican Americans, Research Needs, Rural Urban Differences, Social Characteristics, Social Development, *Sociocultural Patterns, *Urban Culture, *Values
Attempting to delineate urban Mexican American life patterns, this analysis seeks to indicate the distinctions in the patterns of life of different types of Mexican Americans in order to provide a workable framework for empirical research. The analytical framework contains 4 levels: the rural novice (from rural areas in the United States) or the immigrant novice (from a rural setting in Mexico) having little education and not conversant in English; the hard-core individual who has rejected society, and/or is deviant as defined by society, and/or is a barrio dweller; the transitory individual who is the would-be assimilate, would-be biculturate, or would-be hard-core regressor; and the mainstream individual who is either an assimilate or a biculturate. This framework, along

with the accompanying values schemes and allegiance-group patterns, furnishes general guidelines for mounting action programs for urban Mexican Americans. It is recommended that such programs (1) begin by reinforcing basic Mexican American values, (2) be aimed simultaneously at different economic levels, (3) attempt to supply interdisciplinary technical support, (4) be designed to enable Mexican Americans to help their own, and (5) be national in scope and commitment. The greater issue is the mobilization of effort to enable most Mexican Americans to join the mainstream of United States society. Two figures and 13 references are included. (MJB)

ED 050 888 24 RC 005 324

Basic Program Plan for Communications Arts Program.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2827

Pub Date 15 Apr 70

Contract—OEC-4-7-062827-3078

Note—99p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, *American Indians, *Communication Skills, Culture Conflict, Educationally Disadvantaged, Educational Strategies, Facility Requirements, Instructional Materials, Learning Activities, Low Achievement Factors, *Mexican Americans, *Preschool Programs, *Primary Grades, Self Concept

The Southwestern Cooperative Educational Laboratory's Communication Arts Program for American Indian and Mexican American youngsters age 3 through 9 outlines a day which consists of experiences that develop the child's oral language capacity and reading and writing skills in English. The basic plan rests on an installation strategy that assumes and prescribes roles for teachers, teacher aides, parents, and administrators--emphasizing their roles as change agents while stressing a need for a comprehnsive training program. The child is defined as the primary client and the teacher, teacher aide, parent, and administrator are secondary clients who surround and screen the child during the educational process. The entire secondary-client population is considered the key to increasing the child's probability of success in school. The child's problem in school is seen as falling into 3 broad areas: academic performance, interpersonal relationships, and intercultural ability. Outcomes are specified for each area for the child and for each class of secondary client. One set of curriculum and installation products is specified for the entire Communication Arts Program. Paradigmatic schedules are provided to demonstrate how these products integrate in the various formats of the program. Included is a schematic relationship showing activities, components, products, and the schedule for development of the program. Estimates of the annual costs for the various activities are also provided. (Author/JH)

RE

ED 050 889 RE 003 362

Sisson, Roger L.

An Engineer in Reading Land.

Pub Date Dec 70

Note—21p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, Center for Reading Services, Milwaukee, Wis. 53233 (In press)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Educational Administration, *Educational Innovation, *Engineering, *Engineers, Instructional Design, Social Change, *Systems Development

Engineering has much to offer the field of education in bridging the gap between social sciences and teaching by utilizing scientific findings and experience to improve ongoing educational programs and to create new ones. Partial cause of failures at attempts for educational innovation can be found in the lack of appropriate design and implementation studies which could be provided by educational engineers. To remedy these failures, three recommendations are made: (1) In the near future, all participants in the introduction of a social change must become conscious of the need for engineering design information. (2) The profession of educational engineer should be established, along with schools which train professionals to design complex social systems. (3) The educational engineer should interact with both management and science. He can help the social scientist see more clearly the kinds of problems he must work on and help the administrator see more clearly what is feasible in regard to change. Presently engineering skills are missing in most attempts at educational change. Educational engineers could assist in these processes by designing systems and alternatives, planning implementation, and implementing change. (VJ)

ED 050 890 RE 003 368

Farr, Roger

Measuring Reading Comprehension: an Historical Perspective.

Pub Date Dec 70

Note—17p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, Center for Reading Services, Milwaukee, Wis. 53233 (In press)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Evaluation Criteria, *Historical Reviews, Measurement Instruments, *Measurement Techniques, *Reading Comprehension, Reading Processes, *Reading Tests

This review of the history of the measurement of reading comprehension follows the development of formal and informal reading comprehension tests dating from 1913 to the present. Upon reviewing the aspects, procedures, and criteria of these tests, the author noted that most of these tests resembled group verbal intelligence tests. Makeup of the tests was discussed to show how they were related to purposes for reading. It was felt that most tests had attempted to measure reading comprehension as a mere thought-getting process unrelated to reading purposes and that these tests limit the purposes for reading to the examinee's ability to achieve the test developer's purpose. A number of problems with regard to these tests were raised. It was concluded that instead of a continuous process of development, improvement, and increased knowledge in that area over the past 50 years, there had been merely a continuous rediscovery of old ideas and a continuous search for the elusive, definitive theory of reading comprehension which can serve as a basis for all measures of reading comprehension. Standardized reading tests which seem to measure reading comprehension are included in a table. Diagrams of various theories of reading comprehension and references are also included. (AW)

ED 050 891 RE 003 384

Patterson, Oliver

Establishing a Team Reading Program.

Pub Date Dec 70

Note—6p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, Center for Reading Services, Milwaukee, Wis. 53233 (In press)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, *College Programs, Community Colleges, Interdisciplinary Approach, Remedial Arithmetic, *Remedial Programs, *Remedial Reading Programs, Writing

The Team Reading Project at Suffolk Community College is designed to aid college students with academic, cultural, linguistic, or economic deficiencies through a 1-semester course in study skills and remedial work in reading, mathematics, and writing. Four instructors coordinate the program, aided by a counselor. The reading component is the focal point of the program, the reading instructor working closely with the other instructors in selecting materials. The establishment of a team reading program requires first that a broad-based planning committee of faculty, a librarian, and a research director be established to handle preliminary details and specify broad goals for the program. Data then must be collected on the students, including survey tests, analytic/semidiagnostic tests, and informal reading tests in content areas. After data are interpreted, tentative behavioral objectives and methodologies are established by the instructors. The instructors are vital to the success of the program in that they must be cooperative, flexible, and open to criticism. The instructors, with the help of the research director, also have the responsibility of final total evaluation of the program. Evaluative procedures include measures of academic and attitudinal changes and the reactions of both faculty and students. (VJ)

ED 050 892 RE 003 390

Spache, George D.

The Research and Development Program on Reading.

Pub Date Dec 70

Note—8p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, Center for Reading Services, Milwaukee, Wis. 53233 (In press)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Developmental Reading, *Federal Programs, Illiteracy, Instructional Improvement, *Literacy Education, *Program Evaluation, Reading Ability, *Reading Programs, Teaching Techniques

The author quotes the statement that the primary goal of the Research and Development Program on Reading is to "produce functional reading competence on the part of all persons reading age 10." In evaluating this goal, he considers it to be questionable for several reasons. First, there is no high correlation between reading ability at the age of 10 and ultimate academic success. Second, fourth-grade reading ability is not sufficient for most adult reading tasks, thus the standard is not realistic. Studies of Dale, Gray, and Ojeman demonstrated that adults with less than fifth-grade schooling tended to regress in reading ability, while those with more than 5 years tended to maintain or improve. They also observed a low relationship between the last school grade attended and reading ability as an adult. Third, there is a conflict between the goal and the proposed research. The goal is the production of functional literacy for all the population, but the research will concern itself with inventing a new way of teaching developmental reading that will function only up to the fourth grade. And finally, the program also faces the problem of inventing an omnipotent method of instruction effective for all the school population. References are included. (AW)

ED 050 893 RE 003 436

Jongsma, Eugene R.

The Cloze Procedure: A Survey of the Research.

Indiana Univ., Bloomington. School of Education.

Note—46p.; An Occasional Paper in Reading

Available from—The Reading Program, 222 Pine Hall, Indiana University, Bloomington, Indiana 47401 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cloze Procedure, *Literature Reviews, *Measurement Instruments, Readability, Reading Comprehension, *Reading Research, *Teaching Techniques

The purpose of this study is to survey research literature concerning the use of the cloze procedure and to determine what is known about the procedure. The survey proceeds in three broad areas: (1) methodological considerations, (2) cloze as a measuring device, and (3) cloze as a teaching technique. It is concluded that cloze based on every -n(th) deletion correlates more highly than based on selective deletions and that scoring of exact replacements is the most useful scoring system. The author reports that the cloze procedure is a valid and reliable measure of comprehension ability. He also feels that the most significant contribution the cloze procedure has made to reading research is in the aspect of readability, and this signals cloze as an important tool in the study of language. Further research is recommended to examine the construct validity of the cloze procedure and to investigate various uses of the cloze (1) to measure information gain, (2) to measure listening comprehension,

and (3) to explore the relationship of factors such as literary style and attitude to comprehension. The author has found little research done on cloze procedure as a teaching technique, and this research evidence does not suggest the cloze as an effective teaching technique. (AW)

ED 050 894 RE 003 443

Trisman, Donald A.

Targeted Research and Development Program in Reading--The Search for Criteria.

Pub Date 5 Feb 71

Note—7p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Reading Programs, Measurement Goals, *National Surveys, Reading Achievement, *Reading Habits, *Reading Research, *Task Analysis

Educational Testing Service, in cooperation with Response Analysis Corporation and MATHEMATICA, is carrying out a research project to describe reading behaviors of American adults and to translate these behaviors into a prototype of tasks for the measurement of adult reading achievement. A household interview survey of a nationally representative sample of adults will be carried out to collect data on existing reading behavior of all types. Then panels of prominent individuals representing major constituencies within the American public will discuss the benefit they feel would accrue to individuals who can successfully perform a wide variety of reading tasks. They will be provided with a summary of the survey results and a limited number of prototype reading tasks. The outcome of these meetings will be a picture of the judged benefit values of each reading task as it relates to the particular needs and aspirations of a wide variety of population subgroups. The completed prototype will be presented to respondents to receive data parallel to those obtained in the first survey. It should be possible to develop from such a prototype a larger, flexible multipurpose pool from which reading tasks may be selected to meet user requirements. (AW)

ED 050 895 RE 003 499

Olson, Arthur V. Rosen, Carl L.

Exploration of the Structure of Selected Reading Readiness Tests.

Pub Date Feb 71

Note—9p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 5-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, Associative Learning, Auditory Perception, Concept Formation, *Factor Analysis, *Grade 1, Intelligence Tests, Perceptual Development, *Predictive Validity, Reading Readiness, *Reading Readiness Tests, Standardized Tests, Visual Perception

The technique of factor analysis was used to explore the structure of five batteries of readiness tests (Gates Reading Readiness Test, Developmental Tests of Visual Perception, Metropolitan Readiness Tests, Specially Constructed Readiness Test by Olson, and Wechsler Intelligence for Children) as predictor variables for the Stanford Achievement Test, Primary I Battery. These tests were administered to 218 first-grade children. Four factors (Verbal-Conceptual Ability, Auditory-Visual Association, Specific Readiness, and Specific Perceptual Organization) were retained for rotation, employing the maxplane method. Intercorrelations among the oblique factors indicated a degree of interdependence between factors 1, 2, and 3. Among the findings were (1) that specific subtests from the Developmental Tests of Visual Perception and the Metropolitan Tests were found to make limited contributions to the prediction of reading achievement and (2) that the specific readiness factor and the specific perceptual organization factor were both independent of reading achievement. The need for further exploration similar to this study was suggested. Tables and references are included. (AW)

ED 050 896 RE 003 500

Piercey, Dorothy

Questioning Strategies in Reading or Is the Right Person Being Trained to Ask the Questions?

Pub Date Apr 71

Note—7p.; Paper presented at the meeting of the Western College Reading Association, Los Angeles, Cal., Apr. 1-3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Critical Reading, *Inquiry Training, *Questioning Techniques, Reading Comprehension, *Skill Development, Student Behavior

Teachers have been learning to improve their questioning strategies to facilitate students' thinking. The students too should learn the skill of questioning to be a good reader for the rest of their lives. The teacher's first job is to identify for students the skill of questioning as a way of understanding the writer, pinpointing his purpose, synthesizing what he says, evaluating his ideas, and solving problems. Then he should demonstrate for them how questioning is done. The most important but most problematic step is providing for students the environment to practice the skill of questioning. The ultimate objective is to help students reach the point where they question writers as they read. Since questioning the writer is a somewhat difficult and complex concept, the students should be led to begin by questioning the present that evolves around themselves, then proceed to questioning peers and other persons known to them, and finally to questioning the writer whose ideas can only be reached through the printed words. (AW)

ED 050 897 RE 003 509

Williams, Joanna P.

A Review of Several Theories and Models of Reading Acquisition.

Pub Date Feb 71

Note—13p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Cognitive Processes, *Learning Theories, *Linguistics, *Models, Perceptual Motor Learning, Psycholinguistics, *Reading Processes, Reading Skills

Recent models of beginning reading processes are described, and the author offers the following summarization: (1) Models at present focus on cognitive aspects of reading; little attempt has been made to incorporate affective aspects into the models. (2) Several different theoretical positions within psychology representing a wide variety of points of view have been used, whereas transformation-generative grammar is the only theory from linguistics that is represented in recent attempts at model building. (3) There seems to be a rapprochement among theorists toward a view of reading as both a complex cognitive skill, the goal of which is obtaining information, and a complex language system. (4) Most models focus on the reading process per se. However, the opinion is evidenced that in order to understand the acquisition process, we must first study the skill as it appears in final form. (5) Most models of the acquisition phase focus on decoding and its prerequisite abilities. The mechanisms involved in making correspondence between orthography and sound cannot, however, be characterized in terms of simple associative learning. Rather, basic knowledge of language is intimately involved, as well as the utilization of complex active perceptual and cognitive strategies. (Author/AW)

ED 050 898 RE 003 545

Ahrendt, Kenneth M.

The Training and Use of Paraprofessionals in the College Reading Program.

Pub Date Apr 71

Note—14p.; Paper presented at the meeting of the Western College Reading Association, Los Angeles, Cal., Apr. 1-3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Programs, College Students, *Paraprofessional School Personnel, Reading Centers, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Student Teachers, Study Skills, *Teacher Education

Difficulties in staffing ever increasing numbers of college reading improvement programs makes this an area in which paraprofessionals can be of great value. One source of personnel for college reading programs, not strictly paraprofessional but called that for lack of a more explicit term, is graduate students in reading education. Training should include enrollment in a reading improvement course, brief practice teaching experiences, and familiarity with measurement instruments and with instructional materials. The paraprofessional should be able to assist students with most reading laboratory activities and should be able to assist instructors with diagnosis and individual program planning. Such a program as described was begun by the author and has been successful over a 3-year period, leading him to recommend similar programs in other places. A reading list for paraprofessionals and a bibliography are included. (MS)

ED 050 899 RE 003 546

Farr, Roger

Reading Diagnosis: Trends and Issues.

Pub Date Mar 71

Note—10p.; Paper presented at the meeting of the Nassau Reading Council, Uniondale, N.Y., Mar. 9, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Evaluation, Educational Diagnosis, Perceptual Motor Learning, Program Evaluation, *Reading Ability, *Reading Diagnosis

Reading diagnosis aims at determining a student's present stage of development and how to help him toward his next stage of development. Reading diagnosis should analyze three things: what the student is expected to read, how the student handles these expectations, and how the student can be helped most effectively. Currently there are five areas of concern within the field of reading diagnosis: perceptual motor diagnosis, brain damage and reading, curriculum analysis, behavioral objectives and criterion referenced tests, and reading capacity. Research in the first two areas should continue, but they have no place in the current reading curriculum. Also there is no evidence that perceptually handicapped or minimally brain damaged students need special programs. Curriculum analysis puts emphasis on what is wrong with programs rather than what is wrong with students. Behavioral objectives and criterion referenced tests are positive developments in reading diagnosis in that they provide an analysis of what is taught and how it is taught. Finally, rather than being concerned with measuring reading capacity, attention would be given to what the student needs to read and what he can now read. (VJ)

ED 050 900 RE 003 549

Samuels, S. Jay Chen, C. C.

Comparison of Word Recognition Strategies of Children and Adults.

Note—8p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Comparative Analysis, Elementary School Students, *Grade 4, *Models, *Reading Research, Reading Speed, Response Mode, Tachistoscopes, *Visual Perception, *Word Recognition

A word recognition model involving four processing stages was used, and tests of various word recognition strategies were administered to 25 fourth graders and 25 college students. The model included the following stages: (1) using information in a passage; (2) generating hypotheses from what the next word might be; (3) testing these hypotheses using cues such as partial perception of letters, word length, etc.; and (4) accepting or rejecting the hypotheses. A scientific prototypal two-channel tachistoscope and 10 word-pairs were used to test speed of word recognition of both adults and children. Then the word recognition strategies test was given. Thirty adjective-noun pairs were typed on index cards such that the first word was complete and the second word had missing letters indicated by dashes. Each card was flashed twice to all subjects. The subject's first report of the second word was recorded, as well as his response certainty. For each of five treatment conditions analysis by t-test indicated that adults were significantly faster in recognition; in the absence of a recognition, adults also reported a significantly higher proportion of correct partial perceptions at significantly faster speeds. References are included. (AW)

ED 050 901 RE 003 553

Karlin, Robert

Developing Reading Ability in the Content Fields.

Pub Date Mar 71

Note—12p.; Paper presented at the Lehigh University Reading Conference, Bethlehem, Pa., Mar. 27, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Content Reading, Developmental Reading, Reading Ability, *Reading Instruction, Reading Materials, Reading Processes, Reading Readiness, *Reading Skills, Silent Reading, *Study Skills, *Teaching Techniques

Subject-area teachers are not expected to be reading experts, but they can help students overcome reading difficulties. Students often fail to meet the subject-matter demands due to lack of purpose in reading content, unfamiliarity with technical vocabulary, and the heavy concept load and idea density in the material. Teachers can use reading techniques to guide the study of textbooks and other materials. A typical developmental reading lesson consists of five major stages: (1) readiness for reading, (2) silent reading, (3) discussion of the material, (4) rereading, and (5) application. Students should also learn how to establish reading objectives and efficient ways of pursuing them. Useful study skills include locating, selecting, organizing, and remembering information; use of graphic aids and directions; and developing reading flexibility. Strategies the teacher can use to help students improve reading in content fields are (1) to teach students to recognize the organization of the book and the pattern of writing, (2) to provide reading-study guides, (3) to use questions and surveys to direct student attention, (4) to teach students how to establish purposes for reading, and (5) to enrich their vocabulary. (AW)

ED 050 902 RE 003 555

Hagstrom, Jon M.

A Comparison of the Reading Abilities of a Junior College Population and the Readability Levels of their Texts.

Pub Date Apr 71

Note—13p.; Paper presented at the meeting of the Western College Reading Association, Los Angeles, Cal., Apr. 1-3, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, Content Reading, *Junior College Students, *Readability, *Reading Ability, Reading Difficulty, *Reading Level, Reading Materials, *Textbooks

The differences between the reading abilities of 359 community-college students in selected classes and the readability difficulty of the texts used in those classes were examined. The Diagnostic Reading Test, Form A was administered to the subjects, and results showed that 35.9 percent of the population read at or above grade level 13; 33.5 percent read at grade levels 10, 11, or 12; 19.1 percent read at junior-high level; and 11.4 percent read below grade level 7. Thus, almost two-thirds of the subjects were reading below grade level. The texts used in the 16 classes were analyzed according to the Dale-Chall formula, and 14 of the 29 texts were more than one grade level above the reading ability of the students who used them. Five of the texts were rated at grade level 16, or graduate level, and the classes in which they were used had average reading ability rated from grade levels 10.9 to 12.2. It was recommended that teachers give more attention to the readability levels of the texts they select and that publishers assist this effort by advertising the readability levels of specific texts and other materials. Tables and references are included. (VJ)

ED 050 903 RE 003 564

Individually Prescribed Instruction: 1968-1970 Reading Objectives.

Pittsburgh Univ., Pa. Learning Research and Development Center.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-30

Pub Date 1 Oct 69

Contract—OEC-1-7-062867-3053

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Auditory Discrimination, *Beginning Reading, *Behavioral Objectives, Elementary Grades, *Individualized Instruction, Reading Comprehension, *Reading Instruction, *Reading Skills, Study Skills, Visual Discrimination, Vocabulary Development

Behavioral objectives for various skill areas related to reading are listed for eleven levels (A through K). Each level deals with seven or eight skill areas, and each area has from one to 12 objectives with specific examples given for each objective. The skills for the various levels are visual discrimination, auditory discrimination, literal comprehension, interpretive comprehension, evaluative comprehension, library skills, related reading, reference skills, structural analysis, vocabulary development, and organizational skills. The eleven levels increase in overall difficulty, although the behavioral objectives for skills within each level seem to be of the same general level of diffioulty. (VJ)

ED 050 904 RE 003 568

Teacher Manual in Visual-Motor-Perceptual Training.

Ramapo Central School District 1, Suffern, N.Y.

Pub Date 70

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Instructional Materials, *Learning Activities, *Perceptually Handicapped, *Perceptual Motor Learning, Primary Grades, Reading Tests, Screening Tests, Skill Development, *Teaching Guides, *Visual Perception

The experimental program in visual-motor-perceptual training in Ramapo Central School District No. 1, Suffern, New York, was used as a guideline to prepare a detailed description of specific activities and exercises to be used by administrators and teachers. In the program, 80 visual-motor-perceptual handicapped children in first, second, and third grades were identified by a Gross Screening Instrument and a Fine Screening Instrument. They were then randomly placed into experimental and control groups. Pretesting consisted of the Lorge-Thorndike IQ Test, the Metropolitan Readiness Test, the Gates-MacGinitie Reading Test, and the Stanford Achievement Test. The children were put into groups to receive training according to individual needs for 1/2 hour daily. Training activities were divided into six major categories: ocular motor, movement, laterality and directionality, spatial judgments, eye-hand coordination, and visualization. On the basis of Fine Screening results 6 months later, the experimental group showed more improvement in visual-motor-perceptual functioning than the control group. The manual suggests specific activities and exercises for teacher use in different settings (regular classroom, physical education, and remedial training). A list of useful equipment and materials and a bibliography are included. (AW)

ED 050 905 RE 003 570

Calby, Diana Heywood

The Effects of Specific Directions on the Reading Comprehension of Sixth-Grade Students.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Jun 71

Note—153p.; Thesis submitted partial fulfillment of the requirements for the degree of Master of Education

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Directed Reading Activity, *Grade 6, Informal Reading Inventory, *Learning Processes, Reading Achievement, *Reading Comprehension, *Reading Research, Reading Tests

The effects of specific directions on the reading comprehension of sixth-grade students were investigated. Two passages on different topics, each with 20 percent of the sentences relevant to the topic, were materials for two informal tests administered to 92 six-grade students. Half of the students were given specific directions to learn about the relevant topic, and the other half were not. The post-test contained questions on the relevant and incidental materials. A Focus Ability test and the Gates-MacGinitie comprehension subtest followed. Findings showed that (1) the results from the two material sections were in conflict, (2) the ability to identify relevant material in a passage was not related to the ability to learn the relevant material selectively, (3) there was a low positive relationship between the ability to identify relevant material and the standardized measure of reading comprehension, and (4) the informal measure of reading comprehension scores were significantly correlated with the standardized measure of reading comprehension scores. Further research was suggested. Tables, appendixes, and a bibliography are included. (AW)

ED 050 906 RE 003 573

Kling, Martin

Quest for Synthesis.

Pub Date Feb 71

Note—19p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, Computers, Conference Reports, Evaluation Criteria, *Federal Programs, Language Development, Learning Processes, *Literature Reviews, *Models, Objectives, Personnel, *Reading Processes, *Reading Research, Search Strategies

In this progress report of an interdisciplinary consortium effort, Project 2, Literature Search in Reading, funded by USOE's Targeted Research and Development Program in Reading, the author summarizes the project objectives, milestones, and strategies used to accomplish these milestones. The objectives as reported are (1) to identify and evaluate the significant literature in the reading process, learning to read, and language development; (2) to build models of these processes; (3) to describe and synthesize these models; and (4) to describe hypotheses and tests central to developing new research studies needed to refine and extend these models. The listed milestones are (1) a working bibliography of 8,200 references; (2) the development and use of a Reference Evaluation Form (REF) to evaluate the literature; (3) computerization of REF's by interrogation criteria; and (4) working papers identifying models and the state of knowledge. A description of the project personnel is also given. References and tables are included. (AW)

ED 050 907 RE 003 577

Matz, Robert D. Rohwer, William D., Jr.

Visual Elaboration and Comprehension of Text.

Pub Date Feb 71

Note—14p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Comprehension, Concept Formation, Factor Analysis, Grade 4, Memory, *Pictorial Stimuli, *Reading Research, *Socioeconomic Status, *Verbal Learning, Verbal Stimuli, *Visual Learning

The extent to which pictorial presentation would facilitate the comprehension of text-like passages among two populations of fourth-grade students was investigated. Subjects were 64 students each in high-socioeconomic status (SES) white and low-SES black groups. Simple passages amenable to pictorial presentation were read over a programed tape to the subjects. At the same time slides giving a cumulative presentation were projected. In the verbal conditions they were made from photographs of hand drawings. Subjects were tested individually following each passage. Three main effects were significant: population, presentation mode (text versus pictorial), and question type (1 attribute span question versus 2 to 4 attribute span questions). The data also indicated that visual elaboration was significantly more effective in the low-SES black population. It was the researcher's belief that the question-type effect in the low-SES black population indicated the subjects' attempt to transform the passages by processing them conceptually and that equal performance in the memory and inspection conditions in the pictorial mode confirmed that the pictures aided in this conceptual activity. Tables, figures, and references are included. (AW)

ED 050 908 RE 003 579

Interpersonal Relations and Reading Improvement. Project Evaluation.

Claiborne County School District, Port Gibson, Miss.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 69

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Grade 1, *Inservice Teacher Education, *Interpersonal Relationship, Negro Students, Preschool Education, Program Evaluation, Reading Achievement, Reading Improvement, Reading Instruction, *Reading Readiness, *Rural School Systems

A series of programs in Claiborne County, Mississippi, designed to improve interpersonal relations and preschool and first-grade reading instruction was evaluated. Part of a plan designed to aid majority Negro rural isolated school districts, these programs consisted of (1) inservice

training for teachers, (2) a preschool readiness program using the Readimobile unit, (3) the utilization of Open Court Correlated Language Arts Program for reading improvement, and (4) the Ojemann Program teaching human behavior understanding. Data were collected on these programs and treated by various statistical methods. Major results of the analysis revealed that (1) there was a significant increase in 1968-69 preschool readiness scores when compared to 1967-68 scores, (2) participants of the Readimobile program scored at a significantly higher level on readiness tests than did Headstart participants, (3) the reading achievement of first graders did not increase significantly, (4) the relationships between readiness scores and first-grade achievement scores was significantly higher in 1968-69 than in previous years, (5) students showed a significant increase in the application of the causal approach to human behavior, and (6) teachers rated "parental support" as their most pressing problem and "motivation to learn" as their least pressing concern. Appendixes and tables are included. (VJ)

ED 050 909 RE 003 586

Humphrey, Jack W.

Managing a Reading/Learning Environment.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Role, *Management, Personnel Integration, Program Planning, *Reading Centers, *Reading Consultants, *Reading Programs

The management of a reading program should be based on objectives rather than on tasks. There are eight functions that apply to successful management: planning, organization, staffing, direction, control, innovation, representation, and communication. The R3C concept (reading coordinator, reading committee, reading center) is helpful to delegate the responsibilities for the reading program to individuals or smaller groups. The principal of the school should assign someone who would have intelligence, confidence, and dedication to be the reading coordinator. The coordinator would act as the leader of the reading program. Teachers from different grade levels should be put on the reading committee to help and advise the coordinator. The school reading center would contain materials available to all teachers in the school. Its function would be to help the teachers achieve the goals of the reading program by making them aware of what resources are available, improving the center environment, and simplifying check-out procedure. The principal would meet with the reading committee to analyze needs and agree on goals, then the coordinator might begin detailed planning and other functions with the reading committee. References are included. (AW)

ED 050 910 RE 003 589

Harris, Phillip L.

Paraprofessionals--Their Role and Potential in the Classroom.

Pub Date Apr 71

Note—16p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, Federal Aid, *Paraprofessional School Personnel, Program Improvement, School Aides, *Teacher Aides, Teacher Role

The use of paraprofessionals has been reintroduced on a large scale into the field of professional education since the middle of 1960's. The public concern for getting their tax money's worth in quality of teaching called for federal aid to help schools hire nonprofessional teacher aides. The work of paraprofessionals in schools can be divided into clerical, housekeeping, instructional, motivational, and integrational. Teachers should have training in management techniques so that they can direct the activities of the paraprofessionals teamed with them to obtain effective results. Present paraprofessional programs are faulty in (1) training teachers' competitors rather than supportive help, (2) training only the most able aides, (3) emphasizing community involvement for its own sake, (4) overburdening classroom teachers with program responsibilities, and (5) lacking portability. The following are necessary to insure that paraprofessional programs will accomplish valid educational improvement: (1) awareness that moving into a paraprofessional program is not justifiable purely as an economic measure, (2) openmindedness and willingness to explore, (3) training of specialized educational technicians for specific jobs, (4) legislation to permit expanded use of nonprofessionals in the instructional program, and (5) a career ladder for the able paraprofessionals to become professional teachers. (AW)

ED 050 911 RE 003 590

Guszak, Frank J.

Preservice Fieldwork Emphasis.

Pub Date Apr 71

Note—7p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Course Evaluation, *Methods Courses, Practicums, *Preservice Education, Reading Achievement, *Reading Instruction, Student Teaching, Teacher Education, Teaching Techniques, *Transfer of Training, *Tutorial Programs

In order to improve the reading methods course at The University of Texas, a program was designed based on tutorial instruction. At first children were brought into the university classroom, one child for every two tutors. The university students (tutors) became directly involved in teaching reading and in being responsible for children's achievement. However, despite the positive feedback from the students, children, and cooperating teachers, it was evident that the skills acquired from the course were not transferring to student teaching and/or actual teaching. An analysis of the problem suggested that the tutors were not learning how to cope with the reading instructional needs of groups of children. An attempt was made to improve the program by moving it into the public schools where a larger number of children and additional space were available. The tutors now could work with more than a single child and could become involved in planning "direct teach" and "pupil managed" tasks. Evaluation of the program was made in terms of behavioral changes in both tutors and tutees. References are included. (DH)

ED 050 912 RE 003 596

Ollila, Lloyd O.

Pros and Cons of Teaching Reading to Four- and Five-Year-Olds.

Pub Date Apr 71

Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, Developmental Psychology, *Early Reading, *Kindergarten, *Literature Reviews, *Reading Achievement, *Reading Readiness, Social Adjustment, Student Attitudes, Visual Perception

There are many pros and cons to the recent trend of early reading. The opponents fear that too much emphasis on early reading may lead to a less rounded development of the child; they agree on providing the child with richer and more varied experiences to insure reading readiness. The advocates believe that today's children have already had more and varied experiences and thus are more ready for reading activities at an earlier age than used to be the case. Some recent research studies have attempted to prove that (1) early readers do maintain their lead in reading achievement, (2) early readers have better attitudes towards reading, (3) there is no evidence that early reading is harmful to a child's eyesight, and (4) early reading will not result in psychological and social problems. However, the whole issue of early reading remains unresolved. Little research has been done to substantiate claims of the effects of early reading. Many of the criticisms center on questions regarding kindergarten teachers' background for teaching reading, problems of organizing instruction, and current reading programs. Advocates of early reading should feel a pressing need to provide better guidelines grounded in related research. References are included. (AW)

ED 050 913 RE 003 597

Fay, Leo

The Indiana Plan for Reformulating the Education of Reading Teachers.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Curriculum, Educational Programs, Elementary Education, *Instructional Design, *Preservice Education, *Program Development, *Reading Instruction, *Teacher Certification, Teacher Education

A decision to change Indiana teacher certification requirements to include 6 semester hours of preparation in teaching reading produced a need for increased reading courses in all of the state's teacher education programs. This conference paper reports the means used to develop such a program. Initially all 23 Indiana colleges with teacher education programs were to take part, but gradually the project centered around Indiana University and Ball State University reading and instructional development faculties. It was hoped that planners of the program could view the task from the points of view of the learner's needs and the teacher's task in directing learning. Six design teams were established to consider learner characteristics, overview of the program, behavioral objectives, word study, comprehension, and approaches to instruction. Although the project did not follow exactly the original plans, it will produce a program by the fall semester, 1971. (MS)

ED 050 914 RE 003 599

Olson, Arthur V.

An Analysis of Sixth Grade Pupil's Ability to Use Context Clues in Science and Social Studies.

Pub Date Apr 71

Note—17p.; Paper presented at the meeting of the International Reading Association (16th Annual, Atlantic City, N.J., Apr. 19-23, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Content Reading, *Context Clues, Grade 6, Reading Ability, *Reading Comprehension, Reading Research, *Reading Skills, Sciences, Social Studies, Vocabulary Skills, *Word Recognition

The ability of sixth-grade students to use context clues for identifying unknown words in science and social studies reading materials and the types of context clues most frequently used are examined. The 30 subjects from three white, middle-class urban schools missed 50 percent or more of the words on a prevocabulary test. The subjects read two articles in Reader's Digest Reading Skill Builder and then selected the correct meanings of 75 words taken from the articles. The Vocabulary-Context Aid Test was used to determine how well the subjects used six types of context clues (direct explanation, experience or familiar expression, comparison and contrast, synonym, summary, and reflection of mood or situation). Results of the study showed that (1) 13.3 percent of the subjects correctly identified 75 percent or more of the words, (2) 96.7 percent identified at least 50 percent of the words, (3) all subjects correctly identified at least 40 percent of the words, (4) experience or familiar expression was the context clue used most frequently, (5) summary was the context clue used least frequently, and (6) 32 percent of the subjects used the clues that the examiners had expected them to use. Tables and references are included. (VJ)

ED 050 915 RE 003 601

Davies, William C.

Implicit Speech--Some Conclusions Drawn from Research.

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Inner Speech (Subvocal), *Language Development, *Language Research, Linguistic Performance, *Literature Reviews, Physiology, Reading Comprehension, *Reading Research, *Silent Reading

An overview of research on implicit speech from 1868 to 1970 is presented. Various studies are reviewed in which a variety of mechanical devices were used to examine the physiological changes that occur during silent reading. Edfelt's use of a mingograph in 1950 was considered a breakthrough, along with his conclusion that efforts to eliminate implicit speech should be discontinued. Clinical applications of these experimental results are also examined, as well as a more recent area of inquiry, that of causation

theories. The accumulated opinions of specialists in this area supported the theory that implicit speech may aid comprehension in the primary grades. Research of the 1960's which has direct bearing on implicit speech as a covert-overt form of linguistic behavior includes studies by Cleland et. al., (1968), Laffey (1966), and Hardyck (1968). Conclusions are drawn from these studies which are pertinent to learning theorists, psycholinguists, and classroom teachers. A bibliography is included. (VJ)

ED 050 916 RE 003 605
Klesius, Stephen E.
Perceptual-Motor Development and Reading: A Closer Look.
Pub Date 21 Apr 71
Note—18p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, Kindergarten Children, *Learning Disabilities, *Literature Reviews, Perceptual Development, *Perceptual Motor Learning, Primary Grades, *Reading Achievement, Reading Readiness, *Reading Research

A study was made of the research on perceptual-motor development programs and their effect on reading readiness or reading achievement. The selection of 11 studies was based on specific criteria such as a minimal sample size of 40 subjects, an experimental period of at least 18 weeks, and a pretest post-test research design with experimental and control groups. The studies were divided into those which supported the hypothesis that programs of perceptual-motor development enhance reading readiness or achievement of intellectually able students and those which did not. Three of the five studies supporting the hypothesis were with students who were behind in reading or from a low socioeconomic environment. A summarization of the studies refuting the hypothesis revealed that 83 percent of the studies were with kindergarten or primary-grade children who, in general, were not experiencing learning disabilities. On the basis of this review it was concluded that the hypothesis could be neither confirmed nor denied. The importance of the research may be in specifying the conditions under which perceptual-motor programs are appropriate--that is, for disadvantaged children as a preventive program and for some children with learning disabilities as a remedial program. A bibliography is included. (DH)

ED 050 917 RE 003 607
Duker, Sam, Comp.
Individualized Reading: Readings.
Pub Date 69
Note—466p.
Available from—The Scarecrow Press, Inc., Metuchen, N.J.
Document Not Available from EDRS.
Descriptors—Childrens Books, Conferences, *Elementary Grades, Individual Differences, *Individualized Reading, Librarians, Reading Instruction, *Reading Programs, Reading Research, Reading Skills, Student Attitudes, *Teaching Methods, *Textbooks

The major portion of this book of readings contains selections from unpublished materials such as academic theses and other research reports which generally are not conveniently available. The aim has been to select passages which tell about actual procedures used in individualized reading rather than passages giving opinions for or against it. Many of the selections were written by classroom teachers who are more likely to be directly involved in such an approach. The chapter titles give an indication of this emphasis on practice; some of them are as follows: Individualized Reading in the Primary Grades, Individualizing Reading Practices, Individualized Reading Procedures, Individual Differences and Individualized Reading, The Teacher of Individualized Reading, The Librarians Role in Individualized Reading, and Evaluation and Results. The author expresses the hope that through reading this book teachers will be induced to try the individualized approach to reading instruction. With a few exceptions the material was written within the decade of the sixties which makes it less likely that it would have been read previously by the users of this book. A comprehensive annotated bibliography on individualized reading by the same author may be found as document RE 003 608. (DH)

ED 050 918 RE 003 608
Duker, Sam, Comp.
Individualized Reading: An Annotated Bibliography.
Pub Date 68
Note—209p.
Available from—The Scarecrow Press, Inc., Metuchen, N.J.
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Bibliographies, Elementary Grades, *Individualized Reading, *Reading Instruction, Reading Programs, Reading Research, Secondary Grades, *Teaching Methods

This book provides a comprehensive annotated bibliography of materials on individualized reading (IR). Sources include books, journal articles, conference papers, and master's and doctoral theses. An introductory chapter includes a discussion of what IR is, how an IR program is organized, problems related to an IR program, research on IR, when the IR approach is best employed, and how libraries are involved in an IR program. The bibliography section contains 648 numbered entries, alphabetized by the author's last name, dealing with research, discussions of method and programs, opinion statements, and case studies. Annotations are extensive enough to provide considerable information regarding the sources. An index includes subject references and references to authors other than first authors. (MS)

ED 050 919 RE 003 618
Scott, Louise T.
Developing a Language Arts Curriculum for Nonacademic Teenagers.
Pub Date Apr 71
Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, Basic Skills, Communication Skills, Curriculum Development, High School Curriculum, *Language Arts, Language Learning Levels, *Low Achievers, *Program Development, Psychological Needs, Reading Level, Remedial Programs, Remedial Reading Programs, *Secondary Education

The development of the secondary language arts program for nonacademic students in the Florence, South Carolina, public schools is examined. The basic concern underlying this program is the psychological needs of individual students, coupled with the teacher's acceptance of the student's social and educational status. The framework of the curriculum is built around the student's achievement level rather than traditional grade requirements; thus, there are seven phases of achievement within which reading grade level ranges from nonreading to grade 10. Students meet in their language arts classes for two-period time blocks daily, moving from one phase to the next at their own rates. The communication skills of listening, speaking, reading, and writing are taught at each phase, these skills being organized around a six-element framework intended to establish guidelines and provide sequence and continuity in the curriculum: (1) needs of teenagers, (2) goals to be accomplished, (3) skills to be developed, (4) methods of instruction, (5) materials to be used, and (6) assessment and evaluation. Teachers involved in the program are preparing an operational guide to define more clearly the objectives of the program and to coordinate the program of studies in the seven phases. Examples of the curriculum content of Phase 1 are included. (VJ)

ED 050 920 RE 003 632
Reading: 1970. The Challenge of Differences.
Pub Date 70
Note—115p.; Proceedings of the conference at the Reading Center, Memphis State University, Memphis, Tenn., June 10-12, 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Content Reading, *Individual Instruction, *Reading Diagnosis, *Reading Instruction, Reading Interests, Reading Skills, Study Skills, Teaching Techniques

The 16 papers which make up this volume of conference proceedings are related to the general theme of providing classroom instruction which will meet the needs of all individuals in the classroom. Four major areas with which the conference was concerned are (1) the nature and extent of differences, (2) diagnosis as a blueprint for action, (3) strategies for teaching, and (4) affective factors which in the final analysis determine how well children learn. Among the speech topics are using classroom management strategies, creating tastes and interests, teaching study skills and content reading in various secondary school subjects, and diagnosing through looking at total behavior. References for some papers are included. (MS)

ED 050 921 RE 003 645
Carver, Clifford
Motivation versus Cognitive Methods in Remedial Reading.
Pub Date Apr 71
Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Students, *Learning Motivation, Motivation, Perceptual Motor Learning, Reading Difficulty, *Reading Failure, *Reading Improvement, Reading Research, *Remedial Reading, *Student Attitudes, Teaching Methods, Word Recognition

The success of remedial reading programs is often attributed to the teaching method used. This study was carried out to investigate the effect that motivation has on reading improvement following remediation. Through a group Word Recognition Test (Carver, 1970) the 32 most severely retarded readers in a large elementary school were selected and randomly placed in eight groups of four children each. The children were assigned to one of four discrete teaching methods for a period of 7 months. When word recognition tests were administered in January, May, and June, it was found that the total improvement made by each method was similar. The original average reading status of the subjects, which was -33 months, was reduced to approximately -3 months. A group of 30 next poorest readers from the same classes, who were administered the same tests throughout the time of the study, went from an average of -7 months to +3 months. The conclusion was reached that the reading improvement of the experimental group was not due to any single method used but to the atmosphere of approval and experience of success which altered the child's attitude and motivation. References are included. (DH)

ED 050 922 RE 003 646
Schick, George B., Ed. May, Merrill M., Ed.
Reading: Process and Pedagogy. Nineteenth Yearbook of the National Reading Conference.
Pub Date 70
Note—592p.; Nineteenth Yearbook of the National Reading Conference in Two Volumes
Available from—National Reading Conference, Inc., Reading Center, Marquette University, Milwaukee, Wis. 53233 (7.00 for both volumes)
Document Not Available from EDRS.
Descriptors—Adult Reading Programs, Beginning Reading, College Programs, College Students, *Conference Reports, *Literature Reviews, Models, Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills

The first of two volumes of proceedings for the 19th annual National Reading Conference contains 41 addresses generally concerned with the reading process. In most cases these are descriptions of research studies examining facets of the reading process. A few others are position papers describing models of reading. Among the topics considered are such skill areas as comprehension, word association, and critical reading, and the effects of individual learning styles, physical abilities, and personality factors on reading. In the area of testing, the effects of grammatical deletions and of type setting variations are among the topics considered, as are validity and reliability factors. The 1969 Review of Research on College-Adult Reading by Bliesmer contains 180 references and is included in the volume. Bibliographies follow individual papers. (MS)

ED 050 923 RE 003 647
Delker, Laryl Lee
The Role of Heredity in Reading Disability.
Glassboro State Coll., N.J.
Pub Date Apr 71
Note—119p.

EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biochemistry, Birth Order, *Elementary School Students, Family Background, *Family Characteristics, *Heredity, Questionnaires, *Reading Difficulty, *Reading Research, Sex Differences

A clinical and genetic analysis was made on the basis of 52 families: 27 were from reading clinics where at least one child in the family had been diagnosed as having a reading disability; 25 were families of children selected from a third-, fourth-, or fifth-grade class on the basis of having average or above-average IQ and achievement. Through the use of a questionnaire a summary was made of specific reading disability characteristics found in the families and the students. It was found that a larger number of males than females was affected with a reading disability. Birth order did not appear to be a contributing factor. Only one family was present where both parents had a reading disability; both of their children were affected with a reading disability. In the families where one parent was affected with a reading disability, Weinberg's method of Mendelian Analysis was used, giving a value of 37.7 percent of their children being affected. Chi-square analysis indicated that the value of 37.7 percent is not significantly different from the theoretical 50 percent expected in a single hybrid autosomal dominant mode of inheritance. Thus it was concluded that a relationship between heredity and specific reading disability was shown. Other biochemical findings, tables, and a bibliography are included. (Author/DH)

ED 050 924 24 RE 003 648
Calfee, Robert C. *Jameson, Penny*
Visual Search and Reading.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-157
Bureau No—BR-5-0216
Pub Date Mar 71
Contract—OEC-5-10-154
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Memory, *Reading Comprehension, Reading Research, *Reading Skills, *Reading Speed, Research and Development Centers

The effect on reading speed of the number of target items being searched for and the number of target occurrences in the text was examined. The subjects, 24 college undergraduate volunteers, were presented with a list of target words, and then they read a passage for comprehension which contained occurrences of the target words (Experiment1) or close associates of the target words (Experiment 2). The number of target words (1, 2, or 4) was combined factorially with the number of occurrences (0, 1, 2, or 4) in a within-subjects design. In both experiments, reading speed was affected only by the number of words in the target list. Neither of the variables had any effect on comprehension. The results indicated that central memory load limits reading speed, but scanning and decoding processes are so automated that they are unaffected by the additional tallying operation required of the subjects in this task. Tables and references are included. (Author/VJ)

ED 050 925 24 RE 003 649
Chapman, Robin S. *Ting, Ai Chen*
The Effect of Mode of Elicitation in Articulation Testing.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-154
Bureau No—BR-5-0216
Pub Date Mar 71
Contract—OEC-5-10-154
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Speech), College Students, Consonants, *Error Patterns, Grade 1, Pictorial Stimuli, Preschool Children, *Reading Research, *Reading Skills, Visual Stimuli, *Word Recognition

Differences in articulation error rates and error patterns as a function of five elicitation modes (picture, picture with pretraining, word repetition, sentence repetition, and nonsense word repetition) were examined. The same 15 words (or pictures representing them) were stimuli in four real word conditions; nonsense words were formed by recombining the vowels and final consonants of the real words. Subjects were 22 preschoolers, 8 kindergarteners, 10 first graders, and 24 college students. Each subject was tested in each mode with order of testing counterbalanced. Errors in initial consonants, initial consonant clusters, vowels, final consonants, and final consonant clusters were scored separately. Error rates and error patterns were similar for the four real word modes. The nonsense words showed an error rate three times higher than that of the real word modes and, in constrast with the real word modes, increased rather than decreased from initial to final position. The effect of test items which are effectively nonsense as well as additional considerations bearing on the choice of real word testing modes are also considered. Tables and references are included. (Author/VJ)

ED 050 926 24 RE 003 650
Chapman, Robin S. *Ting, Ai Chen*
The Consistency of Articulation Errors in Young Children.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-153
Bureau No—BR-5-0216
Pub Date Mar 71
Contract—OEC-5-10-154
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Speech), *Child Language, *Consonants, *Error Patterns, Language Research, Phonemes, *Preschool Children, *Pronunciation, Reading Research, Research and Development Centers

Forty normal children aged 3 and-one-half to 5 and-one-half were tested on the pronunciation of initial /-l/, /-r/, and /s-/ clusters in 120 words, occurring 36, 48, and 42 times, respectively; other phonemes in the cluster occurred from 6 to 18 times. Articulation errors of individual subjects were examined for evidence of (1) degree and type of consistency, including consistency in rate of error; (2) mispronunciation of a phoneme, unconditionally or in any cluster environment; (3) the articulatory feature changed in substitution errors, regardless of phoneme; and (4) the error made on a phoneme. Results showed that children typically made the same number of errors when retested on similar lists, but not on the same items. There was little evidence for consistency in making errors on particular phonemes or features. Few children mispronounced any phoneme more than 50 percent of the time; most missed a phoneme in initial or final position in a cluster only once. In the few instances in which children made more than one error on a phoneme, the error made was usually the same; that is, the subjects were consistent in the error made. Tables and references are included. (Author/VJ)

ED 050 927 24 RE 003 669
Brown, Donald R. *Ottinger, D. R.*
The Perceptual Basis of Developing Reading Skill. Final Report.
Purdue Univ., Lafayette, Ind. Dept. of Psychology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-044
Pub Date 25 Jun 70
Grant—OEG-5-9-245044-0035(010)
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Complexity Level, Discrimination Learning, Early Childhood, *Infants, *Perceptual Development, Reading Development, Sensory Training, *Stimulation, *Visual Discrimination, *Visual Perception, Visual Stimuli

Four studies with infants and preschool-age children examined various pattern perception tasks considered to be related to the perceptual basis of the development of reading skills. Study 1 used 28 neonates to test the hypothesis that supplemental stimulation (rocking, patting, holding) has measurable effects upon attention to visual patterns. Results supported the hypothesis. Study 2 used 24 neonates to test the hypothesis that kinesthetic stimulation (rocking) effects attention to visual patterns. Results showed no significant effects of supplemental stimulation upon visual attention; however, there was a significant effect of target complexity upon attention. Study 3 used 32 3- and 4-year-olds to test the hypothesis that preference for complexity of stimuli increases with age. Results confirmed the hypothesis, but there was also evidence that children were not responding solely to stimuli complexity. Results of Study 4 with 10 3- and 4-year-olds showed that (1) mirror-image reversal discrimination is difficult, and subjects were sensitive to complexity differences and (2) data were ambiguous in regard to whether children process multivariate stimuli differences simultaneously. Tables and references are included. (VJ)

ED 050 928 RE 003 692
Downing, John *Brown, Amy L.*
The Third International Reading Symposium: Today's Child and Learning to Read.
Pub Date 68
Note—205p.
Available from—Cassell & Company Ltd; 35 Red Lion Square, London WC1, England
Document Not Available from EDRS.
Descriptors—Beginning Reading, *Conference Reports, Early Reading, Initial Teaching Alphabet, Linguistics, Programed Materials, Psycholinguistics, Readability, *Reading Difficulty, *Reading Instruction, Reading Tests, Social Disadvantagement, *Student Needs, Teacher Education, *Teaching Methods, Thought Processes

The symposium theme of "Today's Child and Learning to Read" provides the focal point for the 12 papers included in this volume. Each is concerned with an individual area of reading and the relevance of that area to the needs of today's students. Nearly half the articles deal with specific current approaches to reading instruction and their usefulness with students. They include the linguistic approach, phonetic color reading, i.t.a., and programed reading. A second segment primarily treats the teacher's role and responsibilities in the instructional and testing process. Early reading, teaching the socially disadvantaged, thinking skill instruction, and readability measures are discussed, as well as specific kinds of reading tests and their function. Tables and references are included. (RW)

SE

ED 050 929 24 SE 006 300
Steinbach, Alan *Butts, David P.*
A Comparative Study of the Effect of Practice with Elementary Children or with Peers in the Science Methods Course.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—Rep Ser-10; RR-6
Bureau No—BR-5-0249
Pub Date [68]
Contract—OEC-6-10-108
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Comparative Analysis, *Elementary School Science, Elementary School Teachers, *Methods Courses, Preservice Education, Research, *Skill Development, Teacher Education

A 2 x 2 factorial design was used to investigate the effect on teaching competencies (measured by applying the Instrument for the Analysis of Science Teaching, the Classroom Observation Rating Form, and the Teacher Performance Competencies Scale to videotapes of subjects teaching in one-to-one or one-to-two situations), and attitudes (measured by a semantic differential) toward a number of aspects of teaching practice and theory. The student teachers taught microlessons to elementary school pupils or to their peers in the science methods class. The other variable was presence or absence of feedback from an experienced teacher. Students who taught peers developed competencies and attitudes similar to those of students who taught children, although some pacing skills and questioning techniques were only developed by those teaching children. Systematic feedback from experienced teachers was necessary for the improvement of lesson pacing and clarity of presentation. There were few differences in attitudes between the groups with or without feedback. (AL)

ED 050 930 SE 008 281
Ausubel, David P.
The Use of Ideational Organizers in Science Teaching. Occasional Paper 3.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Mar 70
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, *Curriculum, *Learning, *Learning Theories, Teaching Methods, *Theories, Verbal Learning
Identifiers—Advance Organizers, Ausubel, Biological Sciences Curriculum Study (BSCS)
In this third Occasional Paper in the Science series of The Science and Mathematics Education Information Analysis Center, Ausubel explains the nature and theoretical rationale of "organizers", abstract, general, and inclusive statements presented prior to new learning tasks to provide specific relevant anchoring ideas in the learner's cognitive structure. Types, functions, and values of organizers are illustrated by examples drawn from elementary, secondary and college level instruction, usually, but not exclusively, in science. The second half of the paper concerns some content issues in current science teaching, and the BSCS courses are used as illustrations of the points made concerning level of sophistication; overemphasis on analytic, quantitative and experimental aspects of science; the naturalistic approach; and the relative emphasis on basic and applied sciences in the school courses. These aspects of science courses are considered generally, not only in terms of the use of organizers. There are some concluding comments on curriculum planning by diverse teams of specialists, rather than teams of learning theorists, subject matter specialists, or evaluators, and on the disadvantages of single-unit, in contrast to integrated, curriculum development. (AL)

ED 050 931 SE 008 980
Teacher Resource Materials. General Bibliography Series, Bibliography 36.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date May 70
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, College Science, Elementary School Science, Instruction, *Mathematics Education, *Reference Materials, *Resource Materials, *Science Education, Secondary School Science
This sixth volume in the fourth series of general bibliographies produced by the Science and Mathematics Education Information Analysis Center updates, but does not replace, previous bibliographies in this series. Documents which contain resource materials for teachers of elementary, secondary, and college science, and which have been indexed or abstracted at the Center, are listed in the following categories: Elementary Education, with subdivisions of Science and Health Education; Secondary Education, with Biological Sciences and Health Education; Physical and Earth Sciences, Mathematics, and General subdivisions; College Science, categorized as Biological Sciences, Physical and Earth Sciences, and Mathematics; and General (containing documents pertinent to more than one educational level) with the same subdivisions as the secondary section. There is an author index. Each citation includes author, title, publisher or journal citation, SE identification number, and, for documents announced in Research in Education, the ED identification number and availability information. Descriptors and identifiers used in indexing are included for each document listed. Documents cited include teachers guides, laboratory exercises, "teacher tips" and accounts of educational practice. (AL)

ED 050 932 SE 008 983
Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology. General Bibliography Series, Bibliography 39.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date May 70
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Educational Objectives, Educational Research, *Evaluation, *Learning, *Mathematics Education, *Research Methodology, *Science Education
This ninth volume in the fourth series of general bibliographies produced by the Science and Mathematics Education Information Analysis Center updates, but does not replace, previous bibliographies in this series. Documents which report evaluations of science or mathematics programs, or instruments used for such evaluations; which list, discuss, or provide rationales for writing, educational objectives for science and mathematics; which report investigations into learning theories using science and mathematics classes; or which discuss educational research methodology, particularly in terms of science and mathematics instruction; and which were indexed or abstracted at the center are cited and indexed by author. Each citation includes author, title, publisher or journal citation, SE identification number, and for documents announced in Research in Education, the ED identification number and availability information. Descriptors and identifiers used in indexing are included for each document listed. (AL)

ED 050 933 SE 009 051
Three Approaches to Environmental Resources Analysis.
Harvard Univ., Cambridge, Mass. Graduate School of Design.
Spons Agency—Conservation Foundation, Washington, D.C.
Pub Date Nov 67
Note—102p.
Available from—The Conservation Foundation, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036 ($2.00)
Document Not Available from EDRS.
Descriptors—Architectural Programing, Design Needs, *Environmental Influences, *Land Use, *Physical Environment, *Planning, Site Development, *Systems Analysis
This booklet, the first of a projected series related to the development of methodologies and techniques for environments planning and design, examines three approaches that are currently being used to identify, analyze, and evaluate the natural and man-made resources that comprise the physical environment. One approach by G. Angus Hills uses a physiographic classification of land into homogeneous units for potential use consideration. Also, it involves an evaluation of the physiographic classes on the basis of their potential for alternative and combined multiple uses under several management levels or conditions. The second approach by Philip H. Lewis stresses public awareness of the patterns, both natural and cultural, within the landscape. That is, to identify, preserve, protect, and enhance the most intrinsic values and see that introduced man-made values are developed in harmony with these quality resources. Ian McHarg's approach is in direct response to population growth and resulting development pressures. He theorizes that life processes are expressive, that the landscape reflects the interaction of a complex system of biological processes, and that these constitute natural determinants of land use, as limiting or liberating criteria for land-use planning. An outline, description, and summary of the analysis procedure is provided for each approach. (BL)

ED 050 934 SE 009 385
Swan, James Albert
An Analysis of Attitudes and Coping Strategies of High School Youth: Response to Air Pollution.
Michigan Univ., Ann Arbor.
Pub Date 69
Note—189p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-4205, M-$3.00 X-$8.60)
Document Not Available from EDRS.
Descriptors—*Air Pollution Control, *Attitudes, Educational Research, *Environmental Education, Evaluation, Factor Analysis, *High School Students, Pollution, *Testing
The purpose of this research study was to develop and test new instruments for assessing attitudes and coping responses to air pollution, and to gain insight into the factors influencing these attitudes and coping responses. Concern for air pollution was measured by two instruments a forced choice questionnaire which paired air pollution control with 12 other problem-solving programs for cities, and asked the subjects (173 senior high school boys) to choose the more important program for each pair; and, two stories describing a specific air pollution problem asking the subject how much time he would be willing to spend working on solving the problem. Scores indicated air pollution was viewed as a relatively serious problem. The relationship between concern for air pollution and visual awareness of air pollution was studied with a photographic technique, as well as the relationship between concern for air pollution and technical knowledge of air pollution. In addition, 35 subjects were given individual interviews involving them in role-playing utilizing a gaming simulation. Exploratory behavior, internal-external control of reinforcement, and political interest in local community problems were studied. (BL)

ED 050 935 SE 009 776
Education and Outdoor Recreation.
Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.
Pub Date Aug 68
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperative Programs, Educational Programs, *Environmental Education, Integrated Activities, *Outdoor Education, *Recreation, Research
Responsibility for meeting the needs and demands of the public for outdoor recreation has led the Bureau of Outdoor Recreation to cooperate with educational institutions and others in order to assist in establishing education programs and activities and to encourage public use and benefits from outdoor recreation. To this end the Bureau conducts special studies; this paper is a result of such a study. The relationships and interdependence of recreation and education, outdoor recreation and outdoor education are explored through a discussion of the opportunities of schools and other agencies to develop the mutual relationships necessary between education and outdoor recreation. Topics include: early approaches and environmental education in elementary and secondary schools; general, adult, professional, and teacher education, technicians, and community relations for colleges and universities; educational and resource organizations; public agencies; and communications media. Recommendations are provided for elementary and secondary education; general, professional, and technical higher education; related areas; and general improvement. The information was obtained from printed publications, duplicated material, informal memoranda, and from interviews and correspondence with many individuals in public agencies, educational institutions, and private organizations. (BL)

ED 050 936 SE 009 942
Graduate Studies in Water Resources.
Universities Council on Water Resources.
Pub Date 70
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Catalogs, *Directories, Educational Programs, *Graduate Study, Higher Education, *Program Descriptions, Reference Materials, Universities, *Water Resources
This brochure is the third edition of a publication designed to give brief information about educational opportunities in the United States for graduate studies in water resources. The 65 universities listed from 42 states are all members of the Universities Council on Water Resources. For each university, a brief description of the program is provided, giving subject emphasis, degrees offered, related facilities, financial assistance and positions where available, and the person and place to contact for additional information. (BL)

ED 050 937 SE 010 083
Pacesetters in Innovation, February, 1969. Special Bibliography Series, Bibliography 3.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Aug 70
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Curriculum, Educational Innovation, *Innovation, Instructional Innovation, *Mathematics Education, Planning, Program Descriptions, *Science Education
Identifiers—Pacesetters in Innovation
This bibliography contains citations of planning and development grant documents related to science and/or mathematics education that appeared in "Pacesetters in Innovation", February,

1969. There are 211 citations concerned with science education projects, 77 with mathematics, and 87 with both areas. Many projects cited concern additional curriculum areas. Projects cited include those concerned with curriculum development, innovative school organization, the establishment of field studies centers, innovative instructional methods, and other departures from traditional methods and organization. Each citation includes project title; the location of, and agency responsible for administering the project; the price; copies of the document; descriptors used in indexing and describing the document; and the "Pacesetters in Innovation" identification number. (AL)

ED 050 938 SE 010 084
Theiss, Frances Case
Science and Mathematics for Young Children: An Annotated Bibliography. Special Bibliography Series, Bibliography 4.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Aug 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Curriculum, *Developmental Psychology, *Elementary Education, *Mathematics Education, Preschool Education, *Science Education

This annotated bibliography announces journal articles, dissertations, and other documents related to science and mathematics for young children. The documents cited are expected to be useful to teachers, curriculum developers, and research personnel. The bibliography updates, but does not replace a bibliography published in September, 1969, (ED 033 259). The majority of the entries concern science, and are classified under the following headings: General topics, Activities (descriptions of activities of interest to young children), Classification, Concepts, Conservation (developmental psychology), Curriculum, Discrimination (auditory and visual), Goals, Headstart, Materials, Montessori, Perception, Piaget, and Problem Solving. In these subsections, and in the Mathematics section, research reports, program descriptions, and accounts of developmental trials are included. Brief annotations describe the contents of the document or the principal research findings. Journals which have had special issues related to science and mathematics for young children are included in a special listing. (AL)

ED 050 939 SE 010 102
Vivian, V. Eugene Rillo, Thomas J.
Focus on Environmental Education.
Glassboro State Coll., N.J. Curriculum Development Council for Southern New Jersey.
Pub Date 70
Note—66p.
Available from—The Curriculum Development Council for Southern New Jersey, Glassboro State College, New Jersey ($2.00)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Environmental Education, *Evaluation Techniques, *Guidelines, Interdisciplinary Approach, *Program Planning, Resource Materials, Teaching Guides

The purpose of this guide is to help educators relate the environment to the elementary and secondary classroom. Chapters are constructed to offer practical assistance in planning, specific suggestions for programs, and evaluation guidelines for teachers, administrators, and members of boards of education. Considered are guiding principles for environmental education; curriculum, resource, and financial factors; master planning and organizing the program; and utilizing school site resources. Program suggestions direct attention to the language arts, social sciences, science, mathematics, music, arts and crafts, and health, physical education, and recreation. Evaluation designs examine strategies for evaluation, a systems analysis approach, consideration of behavioral objectives, and techniques and instruments for evaluation. Reference help in the form of books, films, and filmstrips is also listed. (BL)

ED 050 940 SE 010 198
Catlin, Richard And Others
Everyman's Problem, An Instructional Unit for Senior High School Science, Student Manual and Teacher's Manual.
Baltimore County Board of Education, Towson, Md.
Pub Date 70
Note—163p.
Available from—Board of Education of Baltimore County, Towson, Md. 21204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Area Studies, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, Learning Activities, *Manuals, Natural Resources, Pollution, *Secondary School Science, *Student Projects

This student manual and accompanying teachers' guide for senior high school science provide an in-depth study of a community-how it was established and developed. It emphasizes the environmental changes which have occurred through the use and management of its natural resources. A series of experiments in numerous areas provides students an opportunity to investigate the causes for change. Each experiment indicates the materials needed, the procedure to follow, and asks questions to help interpret the results. The teachers' manual also includes suggestions regarding preparation for the experiment, procedures, expected results, responses to interpretation questions, assessment tasks, and acceptable responses for the tasks. Fifty-three objectives serve to evaluate the degree of understanding achieved by the student. (BL)

ED 050 941 SE 010 410
Graham, Mildred W. And Others
Selected Bibliography for Earth Science Education Partially Annotated.
Ohio State Univ., Columbus.
Pub Date May 70
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Doctoral Theses, *Earth Science, Literature Reviews, Resource Materials, *Science Education

The bibliography is divided into two sections: "Doctoral Dissertations of Interest to Teachers of Earth Science 1960-1969," and "Bibliography of Selected References." The first section includes entries for 13 dissertations and each entry indicates the originating university and the dissertation reference location in "Dissertation Abstracts." The other section contains over 100 entries for articles found mainly in science education and earth science education periodicals. Some of these entries have brief annotations. Coverage is broad and related to most areas of earth science education, such as research, curriculum and programs, instruction, evaluation, and teacher education. (PR)

ED 050 942 SE 010 486
The Population Problem and the Physician.
American Medical Association, Chicago, Ill.
Pub Date 70
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, Contraception, *Family Planning, *Health Education, *Health Services, Physicians, *Population Trends, *Social Influences, Speeches

Contained in this document are 16 speeches presented by leading physicians at the American Medical Association Congress on Environmental Health, May 1970, in Washington, D.C. Primary concerns are in the areas of population, family planning, and related health services. Speeches are entitled: The Education of the Professionals; Health Service Programs, Plans; The A.M.A. and Population Problems; Towards a Population Policy for the United States; On Population Problems in the United States; Family Planning-U.S. Programs; Family Planning-World Programs; World Population; Clinical Aspects of Contraception and Fertility Control; Contraceptive Practice and Fertility Control in the U.S.A., 1965-Summary of Findings; Role of Health Services Private Practice, The Ghetto; The Non-Ghetto; Comments on Professor Notestein's Statement on World Population; Comments on Dr. Philip M. Hauser's Remarks regarding Population Problems in the United States; and Stabilizing U.S. Population Growth: A Political Strategy. A personal data sheet for each speaker is also included. (BL)

ED 050 943 24 SE 010 608
Pitt, William D.
The Development of Multi-Level Audio-Visual Teaching Aids for Earth Science.
Eastern New Mexico Univ., Portales.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-G-037
Pub Date 25 Nov 70
Grant—OEG-7-8-000037-0068(010)
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, College Science, *Earth Science, Evaluation, *Film Production, *Films, *Instructional Materials, Secondary School Science

The project consisted of making a multi-level teaching film titled "Rocks and Minerals of the Ouachita Mountains," which runs for 25 minutes and is in color. The film was designed to be interesting to earth science students from junior high to college, and consists of dialogue combined with motion pictures of charts, sequential diagrams, outcrops, and aerial views. The film was produced inexpensively and "the variety of illustration types used in this film is believed to be somewhat unique and represents a different approach to educational films about geology." The film was rated by groups of earth science students, college, high school, and junior high. Both the rating questionnaire and the resulting data are included in the report showing generally a positive response to the film. A list of general suggestions in making geology films is provided. (PR)

ED 050 944 SE 010 924
America is in Trouble, National Wildlife Federation's 1970 National EQ Index.
National Wildlife Federation, Washington, D. C.
Pub Date 70
Note—16p.; Reprint from National Wildlife Magazine, Oct-Nov 1970
Available from—National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Annual Reports, *Conservation Education, *Depleted Resources, *Environment, *Environmental Education, *Natural Resources, Pollution, Population Trends, Water Resources, Wildlife Management

This is the second annual edition of the EQ (Environmental Quality) Index and is reprinted from the October-November, 1970 National Wildlife Magazine. The index is an attempt "to assign some values and form some judgements on those vital factors that make up the quality of our life--and to decide whether we were winning or losing the pollution battle" since the 1969 EQ Index was published. The 1970 EQ Trend Level indicates that the overall environmental quality is deteriorating at an accelerating rate. Ratings assigned losses to each of these areas of environmental quality: air, water, wildlife, soil, minerals, and living space. The only area to be rated with a slight gain was "timber." The dangers of overpopulation are discussed, but this area is not rated. Problems are highlighted in each of the environmental areas and numerous colored charts, diagrams and photographs are utilized. Recommendations for improvements in each of the environmental areas are included, as is a list of things that an individual can do to help reduce environmental problems. (PR)

ED 050 945 SE 010 970
Health Education Guide K-12.
Parsippany - Troy Hills Board of Education, Parsippany, N.J.
Pub Date 70
Note—181p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, Educational Programs, Elementary Grades, *Health Education, Instruction, Secondary Grades, *Sequential Approach, *Teaching Guides, *Unit Plan

Written to help teachers improve health practices of their students, this guide provides a sequential unit approach to health education in grades K through 12. Primary grades 1-6 have suggested units in personal health, nutrition, community health, first aid and safety, consumer health, and mental health. Secondary grades 7-12 consider in addition: drug abuse and education, human sexuality, family life, exercise and the human body, formation of habits, social and emotional maturity, communicable diseases, social services, and health careers. Each grade level lists major concepts or subject areas accompanied by activities and audio visual materials suitable for use in reinforcing the concept. Space is furnished for note taking next to each suggestion. Supplementary reference materials and sources of free or low cost health and safety items for teachers use are supplied in the appendix. (BL)

ED 050 946 SE 010 971
Handbook for the Prevention and Control of Drug Problems.
Parsippany - Troy Hills Board of Education, Parsippany, N.J.
Pub Date 70
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, *Drug Abuse, Educational Programs, Elementary Grades, *Health Education, Instruction, Secondary Grades, *Teaching Guides, *Unit Plan

Guidelines for teachers relative to drug abuse are developed in this handbook offering special steps necessary in attempting to prevent and/or guide students with a drug problem. Stress is placed on helping each student individually understand the forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior. Factors considered are: the drug used, effect of drugs, frequency of use, amount of drugs used, age of initial drug use, length of time used, manner of drug taking, initiator of drug addiction, source of the drug, source of support for drug use, drug orientation of the drug user, visibility of the drug user, and source of classification. To present accurate, objective information to all pupils, subject matter for each grade level, K-12, is listed regarding drugs and drug use, points to consider and content material for that concept, learning activities to understand the concept and content information, and resources-activities and audio visual materials-to supplement the learning. The appendix contains general information about drugs and drug use, sources for obtaining information, and a bibliography of books, films, and pamphlets. (BL)

ED 050 947 SE 010 981
Environments, Teacher's Guide.
California Univ., Berkeley. Science Curriculum Improvement Study.
Pub Date 70
Note—101p.
Available from—Rand McNally & Company, P. O. Box 7600, Chicago, Illinois 60680
Document Not Available from EDRS.
Descriptors—Educational Programs, *Elementary School Science, *Environmental Education, Environmental Influences, Instruction, Learning Activities, Student Projects, *Teaching Guides, *Unit Plan
Identifiers—Science Curriculum Improvement Study

The Science Curriculum Improvement Study has developed this teacher's guide to Environments, the fourth part of a six unit life science curriculum sequence. The six basic units, emphasizing organism-environment interactions, are organisms, life cycles, populations, environments, communities, and ecosystems, and make use of scientific and process-oriented concepts appropriate to the study of life. Environments deals with physical conditions that shape an organism's environment and stresses the concepts of environment, environmental factors, range, and optimum range. Topics of the five-part unit are entitled: An Organism's Environment; The Changes Outside; Animal Responses to Environmental Factors; Plant Responses to Environmental Factors; and The Total Environment. Suggestions are presented for the teacher to use an exploration-invention-discovery approach to learning. Activities and experiments lead to clarification of the concepts and provide experience in measurement skills and critical thinking by the students. (BL)

ED 050 948 SE 011 110
Alexander, Archibald S. And Others
The Control of Chemical and Biological Weapons.
Carnegie Endowment for International Peace, New York, N.Y.
Pub Date 71
Note—130p.
Available from—Carnegie Endowment for International Peace, 345 East 46th Street, New York, New York 10017 ($1.00)
Document Not Available from EDRS.
Descriptors—Armed Forces, *Biology, *Chemistry, Herbicides, Legal Problems, Military Science, *National Defense, *Policy, *Policy Formation, Political Influences

This book is composed of four papers prepared to illuminate the problem areas which might arise if the policies of the 1925 Geneva Protocol and other measures to limit chemical and biological weapons are ratified by the United States Senate. The papers included are: Legal Aspects of the Geneva Protocol of 1925; The Use of Herbicides in War: A Political/Military Analysis; The Military Value and Political Implications of the Use of Riot Control Agents in Warfare; and Limitations on Chemical and Biological Warfare Going Beyond Those of the Geneva Protocol. A list of references is included with each paper. Comments on the papers by an advisory group are included, and the appendix contains a copy of the Geneva Protocol of 1925, a copy of the United Kingdom Draft Convention on biological warfare, and statements by President Nixon. (PR)

ED 050 949 SE 011 118
Rational Numbers, Experiences in Mathematical Discovery (Number 7).
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 71
Note—97p.
Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Elementary School Mathematics, *Fractions, Grade 9, Instruction, *Instructional Materials, Low Achievers, *Mathematics Education, Number Concepts, *Number Systems, *Secondary School Mathematics

This booklet is one of the ten in the series "Experiences in Mathematical Discovery", produced by the General Mathematics Writing Project of the NCTM. Each is designed for use by students of ninth-grade general mathematics. The discussion and problems are designed to guide the student through an understanding of: 1) fractions, 2) equivalent fractions, 3) rational numbers on the number line, and 4) the arithmetic of rational numbers. (RS)

ED 050 950 SE 011 123
NRCL-70, Review of the Activities of the Laboratories 1970.
National Research Council of Canada, Ottawa (Ontario).
Pub Date 70
Note—190p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annual Reports, Biochemistry, Biology, Chemistry, Engineering, Physics, *Research and Development Centers, *Research Reviews (Publications), Resource Materials, *Scientific Research

Included are descriptions of activities of each of the 12 laboratories in the National Research Council of Canada, including background information and a summary of the studies (research) and results. The 12 laboratories in the NRCL are the following: Atlantic Regional Laboratory, Biochemistry Laboratory, Division of Biology, Division of Building Research, Division of Chemistry, Division of Mechanical Engineering, National Aeronautical Establishment, Prairie Regional Laboratory, Division of Physics, Radio and Electrical Engineering Division and Astrophysics Branch, and the London Office. Also included are the lists of publications authored by the staff of each laboratory and a directory of staff. (PR)

ED 050 951 SE 011 169
Saterstrom, Mary Horkheimer Renner, John W.
Educators Guide to Free Science Materials, 11th Annual Edition--1970.
Pub Date 70
Note—450p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($9.25)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, Films, Filmstrips, Instructional Aids, *Instructional Materials, Phonotape Recordings, *Resource Guides, *Resource Materials, Science Education, *Science Materials

This eleventh edition of the Educators Guide to Free Science Materials is devoted exclusively to free science materials, based on the cross-media approach. It is designed to provide a continuing means of identifying existing materials that are currently available. It is a complete, up-to-date, annotated schedule of selected free or inexpensive audiovisual and other science curricular enrichment aids. This eleventh annual edition lists, classifies and provides complete information on titles, sources, availability and contents of 1,258 films, 114 filmstrips, 69 tapes and transcriptions, 53 charts, exhibits, magazines, posters and 443 other supplementary materials--bulletins, pamphlets, and books from 359 sources--a total of 1,937 items. Of these, 537 are new in this edition and are starred(*). Additionally, it gives information on the nature, purposes and use of these materials. (Author/PR)

ED 050 952 SE 011 171
Olson, David R.
Cognitive Development, The Child's Acquisition of Diagonality.
Pub Date 70
Note—220p.
Available from—Academic Press, 111 Fifth Avenue, New York, New York 10003
Document Not Available from EDRS.
Descriptors—*Child Development, *Cognitive Development, Geometry, Growth Patterns, Individual Development, Intellectual Development, *Learning, *Psychology, *Research

Described is an empirical and rational inquiry into the formation of a small set of special or geometrical concepts of young children. The approach taken by the author is to attempt to specify intellectual growth in one particular area, a child's acquisition of diagonality, in such a way as to be representative. That is, to give a clean portrayal of conceptual growth in general. The author examines the role of language in conceptual development, the relation between perceptual information and performatory action, the nature and development of concepts, and the effects of instruction on the formation of early concepts. A description of the intellectual development of the child is complemented by an account of the process involved in the child's selection and utilization of the information he encounters in his experience and in instruction. The effects of formal instruction, educational toys, and out-of-school experiences on intellectual development are examined. An additional emphasis made by the author is the nature and process of psychological and educational research. (Author/CT)

ED 050 953 SE 011 192
Spikell, Mark A. Deane, William R.
Sign Lines, Asymptotes, and Tangent Carriers--An Introduction to Curve Sketching.
Pub Date [71]
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algebra, *Analytic Geometry, *Instruction, *Mathematics, Secondary School Mathematics

This paper discusses methods of sketching various types of algebraic functions from an analysis of the portions of the plane where the curve will be found and where it will not be found. The discussion is limited to rational functions. Methods and techniques presented are applicable to the secondary mathematics curriculum from algebra through calculus. The authors also offer a list of advantages which can be derived from using the techniques described. (FL)

ED 050 954 24 SE 011 240
Kenner, Morton R.
Block Format Instruction. Final Report.
Stephens Coll., Columbia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-F-040
Pub Date May 70
Grant—OEG-6-9-008040-0037(057)
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Freshmen, *College Mathematics, *Instruction, *Programed Materials, Research, *Teaching Methods, *Teaching Procedures

Reported is a study of the use of instructional blocks in college freshman mathematics courses. The first year of the project, one course was organized to have three large group lectures per week and one small group tutorial session per week. In addition, help sessions were made available. Problem materials were developed in connection with text materials and a computer laboratory was used. During the second year, four courses were involved; one with programed texts and which met every day; three with the same format as before. Evaluation of results indicates significant reduction in staff cost per student and

discovery of topics and media for future study. The instructional pattern will receive further evaluation. Appendices include: a mathematics diagnostic test, sample tutorial problems, sample of a computer program, teacher evaluation questionnaire, and sample journal articles for tutorials. (JG)

ED 050 955 SE 011 241
Handler, Philip
Can Man Shape His Future?
Agricultural Research Service (DOA), Washington, D.C.
Pub Date Apr 71
Note—37p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Developing Nations, Environmental Education, *Environmental Influences, *Natural Resources, Natural Sciences, *Population Trends, *Social Influences, Social Sciences, *Speeches, Technology

This document presents the 1970 W. O. Atwater Memorial Lecture, delivered at the Third International Congress of Food Science and Technology, Washington, D.C., August, 1970. Elaborating on life a few centuries hence, using reasonably realistic prospects based on understanding already available, Handler contends that the dreams of a peaceful, future society are indeed feasible. His principal thesis is that, even now, science has provided the basis of understanding necessary to fashion many elements of this society and that it will be fulfilled if mankind can survive the crises of this century. Reviewing the nature of some of the crises and the potential contributions of biological sciences to their solutions, he examines the problems of population, food supply, environmental quality, resource utilization, and world peace. Summary statements indicate that biological and physical research can permit us to refashion ourselves and our world, and that if the dream fails, it will be because of the limitations of man the social creature, not the elements of science. (BL)

ED 050 956 SE 011 242
Look Around You, Kit I.
Pub Date 71
Note—64p.
Available from—Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (Kit I, #4307, $24.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Multimedia Instruction, Science Education, Social Studies, *Teaching Guides, *Unit Plan

Developing pupils' awareness of their environment, learning to distinguish between what is pleasant and unpleasant, and examining acts of man to determine which are destructive and which are in harmony with nature are the purposes of Scholastic's Earth Corps Environmental Study Kits for grades 1-6. This kit is designed to help the child develop critical awareness of his surroundings. Included in the instructional materials are: (1) student activity books with reading matter, illustrations, written and creative work, word and picture games; (2) a teacher's guide with suggestions for page by page use of the student booklet, background information, teaching procedures, discussion questions, and related projects; (3) twelve transparencies helping to develop the concept of what an environment is. Six illustrate different parts of man's environment-his home, neighborhood, city, region, continent, and earth-and six show various environments of plants and animals and their interdependence; (4) twenty black and white photos which contrast the beautiful and ugly, the inspiring and depressing; (5) a large, two-sided poster, "This Land is Your Land," pointing out choices for good or ill that citizens must make; (6) a 7 inch LP record with five folksongs, each relating to a major program concept; and (7) twenty-four individual song sheets containing words of the songs on the record. A related document is Kit II, First Follow Nature. (BL)

ED 050 957 SE 011 243
First Follow Nature, Kit II.
Pub Date 71
Note—64p.
Available from—Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (Kit II, #4308, $24.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Multimedia Instruction, Science Education, Social Studies, *Teaching Guides, *Unit Plan

Developing pupils' awareness of their environment, learning to distinguish between what is pleasant and unpleasant, and examining acts of man to determine which are destructive and which are in harmony with nature are the purposes of Scholastic's Earth Corps Environmental Study Kits for Grades 1-6. This kit explores in depth the reasons some environments are pleasant and others unpleasant. Included in the instructional materials are: (1) student activity books with reading matter, illustrations, written and creative work; (2) a teacher's guide with suggestions for page by page use of the student booklet, background information, teaching procedures, discussion questions, and related projects; (3) twelve transparencies helping to develop the concept of what an environment is. Six illustrate different parts of man's environment-his home, neighborhood, city, region, continent, and earth-and six show various environments of plants and animals and their interdependence; (4) twenty black and white photos which contrast the beautiful and ugly, the inspiring and depressing; (5) a large, two-sided poster, "This Land is Your Land," pointing out choices for good or ill that citizens must make; (6) a 7 inch LP record with five folksongs, each relating to a major program concept; and (7) twenty-four individual song sheets containing words of the songs on the record. A related document is Kit I, Look Around You. (BL)

ED 050 958 SE 011 244
Earth Is My Home, Kit I.
Pub Date 71
Note—64p.
Available from—Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (Kit I, #4302, $24.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Ecology, *Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Science Education, Social Studies, *Teaching Guides, *Unit Plan

Introducing the pupil to the science of ecology is the purpose of Scholastic's Earth Corps Ecology/Conservation Study Kits for grades 3-6. Simple terms are used to show how all living things are inter-related to their environment, to demonstrate the intricate and delicate balance of nature, and to point out how man's interference with nature's checks and balances has led to our present crisis. Included in the instructional materials are: (1) student activity books with reading matter, illustrations, written and creative projects; (2) a teacher's guide with suggestions for page by page use of the student booklet, background information, teaching procedures, discussion questions, and related projects; (3) nine transparencies illustrating how climatic and geographic conditions shape life and are, in turn, shaped by life. Six are color representations of the major biomes of North America; and (4) a full-color, two-sided wall chart depicting earth cycles, those in nature and those in the city. A related document is Kit II, Sharing The Earth. (BL)

ED 050 959 SE 011 245
Sharing the Earth, Kit II.
Pub Date 71
Note—64p.
Available from—Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (Kit II, #4303, $24.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Ecology, *Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Science Education, Social Studies, *Teaching Guides, *Unit Plan

Introducing the pupil to the science of ecology is the purpose of Scholastic's Earth Corps Ecology/Conservation Study Kits for grades 3-6. Simple terms are used to show how all living things are inter-related to their environment, to demonstrate the intricate and delicate balance of nature, and to point out how man's interference with nature's checks and balances has led to our present crisis. This kit explores in depth the interdependence of animals and plants, earth's cycles, and life zones. Included in the instructional materials are: (1) student activity books with reading matter, illustrations, written and creative projects; (2) a teacher's guide with suggestions for page by page use of the student booklet, background information, teaching procedures, discussion questions, and related projects; (3) nine transparencies illustrating how climatic and geographic conditions shape life and are, in turn, shaped by life. Six are color representations of the major biomes of North America; and (4) a full-color, two-sided wall chart depicting earth cycles, those in nature and those in the city. A related document is Kit I, Earth Is My Home. (BL)

ED 050 960 SE 011 246
Population Growth and America's Future, An Interim Report Prepared by the Commission on Population Growth and the American Future.
Commission on Population Growth and the American Future, Washington, D.C.
Pub Date 71
Note—53p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.40)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, *Population Growth, Population Trends, *Reports, *Research, *Social Influences, Statistical Data, Time Perspective

As an interim report to the President and the Congress from the Commission on Population Growth and the American Future, this narration discusses the population situation in the United States, and outlines the questions being raised about the probable impact of future growth. It is suggested that it is not simply population growth itself that is the issue, but rather the quality of life that can be influenced so fundamentally by population. Statistics and graphs serve to elaborate the problems of this issue. Chapters are entitled: Population in Perspective, The Prospects for Population Change, Population and the Quality of Life, and Policy Issues. Appended material includes public law 91-213 establishing the Commission, sources of data for the report, and research projects and papers of the Commission. Findings and recommendations are to be presented in the final report scheduled for publication in 1972. (BL)

ED 050 961 SE 011 247
Buckner, Bates
Population Library and Information Resources Outside the United States: Preliminary Listing.
North Carolina Univ., Chapel Hill. Carolina Population Center.
Pub Date 1 Apr 71
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Demography, *Directories, Family Planning, *Information Sources, *International Organizations, Population Trends, Reference Materials, Resource Centers

Contained in this publication is a preliminary listing of international population information resources. It is designed to offer data on the information resources of organizations known to have teaching, research, and/or service interests in the field of population/family planning. Geographical areas include Africa, Asia (South, Middle East, Southeast, and Far East), Europe, Oceania, Caribbean, North America, Central America, and South America. Eighty-one countries are indexed. For each country, one or more population related organizations is listed noting its address, person to contact for information, and, where appropriate, the existence of a library and/or information service. (BL)

ED 050 962 SE 011 251
Travers, Kenneth S. And Others
Preferences for Modes of Expression in Mathematics.
Stanford Univ., Calif. School of Education.
Pub Date May 67
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Graphs, Instruction, *Learning, *Mathematical Vocabulary, *Mathematics Education, *Research, Secondary School Mathematics, *Symbols (Mathematics)

This is a preliminary report of a project that is attempting to extend psychological research on stylistic differences in cognition to the study of teaching. This portion of the project measures students' preferences for three modes of mathematical expression; symbolic, verbal, and graphic. One hundred and fifteen junior high school students took a test written to measure preferences for the three modes of mathematical expression. In addition, student scores on the Iowa Test of Basic Skills, Form 1, were obtained. An item analysis was made and correlations made between total scores on each of the three scales and the nine scores from the Iowa Test. The results were that students preferred a symbolic mode of representation and that the verbal and graphic scales formed positively skewed distributions while the symbolic scale formed a relatively symetric though bimodal distribution. Other results are summarized in tabular form. Several suggestions for further experimentation are given. (Author/CT)

ED 050 963 SE 011 252

The Improvement of Mathematics Instruction in Oklahoma, Grades K-12.

Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Pub Date 69

Note—103p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum, *Curriculum Guides, Elementary School Mathematics, *Instruction, Modern Mathematics, Secondary School Mathematics, *Teacher Education

Identifiers—Oklahoma

The following topics are discussed in this state handbook: (1) characteristics of a modern math program (structure, vocabulary, correctness); (2) teacher preparation (program descriptions and source material lists for inservice education and the CUPM recommendations for training math teachers); (3) initiating a modern program in mathematics in a particular school system (programs for different types of students, resources for administrators, guidelines for improving programs); (4) mathematics for the underachiever (content suggestions, objectives, teachers of low achievers, experimental programs, high school general mathematics); and (5) mathematics for the talented student (resources, club activities, content topics, suggestions for the disinterested student). (JG)

ED 050 964 SE 011 260

Summary Evaluation for a School-Community Outdoor Education Project.

Crystal Lake Community School District 47, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—111p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Programs, *Outdoor Education, Participant Satisfaction, *Program Evaluation, Projects, School Community Cooperation

Identifiers—ESEA Title III

A summary evaluation of the Crystal Lake, Illinois outdoor education program is contained in this document. The project entitled "A School-Community Outdoor Education Project" is a year round program for teaching in, for, and about the outdoors. Designed largely to assist teachers to meet educational objectives relating to the out-of-doors and man's environment, the program was also planned to enrich learning in all subject areas. Major attention of the report focuses on the testing of pupils and the reactions of those involved in the program-initiators, assistees, and recipients. Analysis and evaluation is made of the comments by teachers, administrators, pupils, parents and community agents, along with recommendations for future programs. The narrative report suggests the greatest educational change in the three year project has been in teaching methodology--increased use of the out-of-doors in all subjects. Another gain has been the increased community-relatedness of the schools through cooperation of agencies and individuals with the school programs. Statistical data and sample dissemination materials are also presented. This work was prepared under an ESEA Title III contract. (BL)

ED 050 965 SE 011 263

Britton, E. L.

Teachers' Centres and the Changing Curriculum, A Report on Three National Conferences.

Schools Council, London (England).

Pub Date 70

Note—34p.

Available from—Schools Council Publications, 160 Great Portland Street, London, W1N 6LL, England

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum Development, Educational Programs, Evaluation, *Inservice Teacher Education, *Teacher Education

This is a report of three conferences concerned with teacher centres in England and Wales. It concentrates on the major points of agreement and disagreement among the participants concerning teacher centres. The major points of agreement were: that the main concern of the centres was with development work that was local, that the centres existed for teachers and organization of the centres would reflect teacher views, that activities in the centres satisfy needs of teachers in their groups, and that the centres have suitable facilities for operation. Points of disagreement included how the centres should be used, the demand for release time by teachers, the question of inservice training or curriculum development, and the role of the centre warden. Many questions for the future were raised. Some concerned the changing roles of the centres, staffing and available materials at centres, the links between the local centres and regional organizations, communication of activities in teacher centres, and the roles of teachers in the centres. (Author/CT)

ED 050 966 24 SE 011 286

Romberg, Thomas A. Planert, Diane

Developing Mathematical Processes: Pilot Tryout of Materials for Second Grade Children, Huegel School, 1968-69, Madison, Wisconsin.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—WP-46

Bureau No—BR-5-0216

Pub Date Oct 70

Contract—OEC-5-10-154

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arithmetic, *Curriculum, *Elementary School Mathematics, *Evaluation, Geometry, Grade 2, *Instruction, *Instructional Materials, Research

Development of a second-grade mathematics instructional unit is discussed in terms of activities, evaluation procedures, and results of evaluation. The report is organized by topic. Behavioral objectives are followed by descriptions of activities and materials used. Topics include: review of symbols, pictorial representation of numbers, writing mathematics sentences, expanding notation, addition and subtraction, geometric shapes, compact notation, grouping ones and tens, number patterns, telling time. Some of the activities and material utilized are worksheets, unit blocks, "Numbars," Unifix Cubes," balance scales, "Lots-a-links," and cuisenaire rods. (JG)

ED 050 967 24 SE 011 287

Harvey, John G. And Others

The Task Analysis for Developing Mathematical Processes, Arithmetic Book 2: Writing Mathematical Sentences.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—WP-49

Bureau No—BR-5-0216

Pub Date Nov 70

Contract—OEC-5-10-154

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum, *Curriculum Development, *Elementary School Mathematics, Grade 2, Instruction, Mathematical Concepts, Research, *Task Analysis, Textbooks

The task analysis for Developing Mathematical Processes, Arithmetic, Book 2: Writing Mathematical Sentences is presented. The major objective of this text is to have children write and validate mathematical sentences which represent the results of the compare-and-equalize process. The major components of the task analysis of Book 2 are Writing Mathematical Sentences and Validating Mathematical Sentences. The complete task analysis is presented as a list of 53 objectives. (JG)

ED 050 968 SE 011 300

Knapp, Clifford E.

Outdoor Activities for Environmental Studies.

Southern Illinois Univ., Carbondale. Dept. of Conservation and Outdoor Recreation.

Pub Date 71

Note—48p.; Instructor Handbook Series

Available from—The Instructor Publications, Inc., Dansville, New York 14437

Document Not Available from EDRS.

Descriptors—*Elementary School Science, *Environmental Education, Instructional Materials, *Learning Activities, Lesson Plans, Natural Resources, Outdoor Education, Science Activities, *Student Projects, *Teaching Guides

This booklet is a compilation of field-tested outdoor activities introducing basic projects for small group or individualized study in monitoring certain aspects of the environment. Its purpose is to provide teachers with new ways to involve children directly in meaningful and developmental learning activities and to help students become more sensitive and understanding of the quantitative aspects of their environment. An interdisciplinary approach is utilized with lesson plans allowing for a wide variety of student abilities and grade level use. Projects include: measuring horizontal and vertical distances; slope measurements; using a hypsometer, clinometer and secchi disk; estimating board lumber; moving water; soil compaction and water absorption; wind speed; and construction and use of a sundial. For each project or lesson background information is provided in addition to objectives, concepts, vocabulary, materials needed, instructional procedure and activities, and ideas for further investigation. (BL)

ED 050 969 SE 011 304

Lee, Addison E.

The Pre-Service Preparation of Secondary School Biology Teachers.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Pub Date Jun 69

Note—46p.

Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)

Document Not Available from EDRS.

Descriptors—*Biology, Guidelines, *Instructional Materials, Laboratory Procedures, Preservice Education, Program Descriptions, *Secondary School Science, *Teacher Education

Identifiers—Biological Sciences Curriculum Study

A total program for the preservice education of secondary school biology teachers is suggested in this document based on a joint committee of the Biological Sciences Curriculum Study and the Commission on Undergraduate Education in the Biological Sciences. Suggestions are made for both the professional education and the biology core components of the program, and some comments on strategies of biology teaching are made. Two possible methods of introducing prospective teachers, through the use of film and tape and by role playing simulations, are described with reference to programs at the University of Michigan and the University of Texas, Austin respectively. Notes on planning and testing school biology courses, on the use of educational technology, and on designing and developing learning material (with emphasis on the laboratory component) are provided. The section on the laboratory work distinguishes, with examples, between laboratory exercises and investigations. Appendices list certification requirements for each state, outline the specific components suggested for a biology methods program, reproduce an instrument for student evaluation of teaching, and list BSCS materials and Invitations to Enquiry. (AL)

ED 050 970 SE 011 305

Resources for the Future. Annual Report 1970.

Resources for the Future, Inc., Washington, D.C.

Pub Date Dec 70

Note—118p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Annual Reports, Ecology, Educational Programs, *Environment, Environmental

Education, Natural Resources, *Research, *Social Sciences

Presented is the Annual Report for Resources For The Future, Inc. (RFF) for the year ending September 30, 1970. This organization is dedicated to advancing the development, conservation, and use of natural resources and the improvement of the quality of the environment through programs of research and education. Most of their studies are in the field of the social sciences. Document content includes an essay by the group's president entitled "Observations on the Environmental Crisis," and two special articles, "Oil: The Middle East and the Western World," and "Social Choices and Environmental Quality" both by RFF members. Educational and research programs conducted in the following areas are described: quality of the environment, water resources, land use and management, energy and minerals, regional and urban studies, appraisals and special projects, and Latin American programs. A list of RFF publications, staff activities and writings, and a financial statement are also reported. (BL)

ED 050 971 SE 011 307

Butts, David P., Ed.

Research and Curriculum Development in Science Education.

Texas Univ., Austin. Science Education Center.

Pub Date Dec 70

Note—207p.

Available from—University of Texas, Science Education Center, Austin 78712 ($3.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Research, *Elementary School Science, *Evaluation, Inquiry Training, *Research, Science Education, Teacher Characteristics, *Teacher Education

This is the second in a series of reports of research and curriculum development in science education. This monograph contains 16 papers reporting on research studies related to curriculum implementation in elementary school science. The reports are titled as follows: The Educational Experience: Toward a Paradigm of Teacher Education; Development of the TAB Science Test; Toward More Productive Inquiry in Elementary School Science; The Relationship Between Inquiry and Science Knowledge; The Relationship Between Strategies of Inquiry in Science and Student Cognitive and Affective Behavioral Change; An Assessment of Science Achievement of Five- and Six-Year-Old Students of Contrasting Socio-Economic Backgrounds; The Development of a Teacher Performance Competency Scale; A Comparative Study of the Effect of Practice with Elementary Children and with Peers in the Science Methods Course; A Study of the Impact of an Inservice Education Program on Teaching Behavior; The Development of an Instructional Decisions Test; A Comparison of the Effectiveness of Preservice and Inservice Teacher Education Programs; A Study of Teacher Change; A Study of Teacher Attitude Change; A Study of Teacher Characteristics as Predictors of Successful Implementation of an Innovative Curriculum; A Study of Contrasting Patterns of Inservice Education; Factors Affecting the Adoption of Change. A reference list is included with each paper. (PR)

ED 050 972 SE 011 309

Schools Council Report 1969/70.

Schools Council, London (England).

Pub Date 70

Note—72p.

Available from—Schools Council Publications, 160 Great Portland Street, London W1, England

Document Not Available from EDRS.

Descriptors—Art Education, *Curriculum Development, *Elementary Schools, Environmental Education, Humanities, Language, Mathematics Education, Science Education, *Secondary Schools

Identifiers—*England

The work of the Schools Council (a body with a majority of teacher members which conducts research and development on curricula, teaching methods, and examinations in English and Welsh schools) is summarized under the headings of Examination, Subject Committees, Field Officers, Teachers' Centers, and Working Parties. The projects are concerned with language, science, mathematics, reading, humanities, and art education, and with the problems of assessing these subjects. Some interdisciplinary projects, particularly "environmental studies," are included. A list of publications and an annotated list of all research and development projects in which the council participates are appended. A copy of the constitution of the Schools Council is included. (AL)

ED 050 973 SE 011 310

Schoenfeld, Clay, Ed.

Outlines of Environmental Education.

Pub Date 71

Note—257p.

Available from—Dembar Educational Research Services, Box 1148, Madison, Wisconsin 53701

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Ecology, Educational Programs, *Environmental Education, *Essays, *Instructional Materials, Nature Centers, Outdoor Education, *Publications, Resource Materials

Selected articles from the first two years of publication of the quarterly journal "Environmental Education" are reprinted in this book together with editorial remarks where appropriate. Contributions from 76 individuals and organizations are included. Chapters deal with the setting for environmental education, definitions and directions, elementary and secondary school curricula, university dimensions, new nature centers and learning laboratories, and community action programs. References are included at the end of each article when necessary. The goal of the book is to help professionalize the field of environmental education by presenting relevant reporting of investigations, creative developments, and imaginative insights in conservation communications. (BL)

ED 050 974 SE 011 313

Newman, Sidney H.

Research and Training Opportunities for Psychologists in the Population Area.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 71

Note—8p.; Presented at the Annual Meeting of the American Psychological Association, Miami Beach, Florida, September 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Sciences, Demography, *Opportunities, *Population Trends, *Psychologists, *Research, Social Sciences, *Training

Population research and training opportunities for psychologists are enumerated in this speech by Dr. Sidney Newman, a behavioral scientist administrator at the Center for Population Research. It was presented to the symposium on "Psychology and Population: Evolving Trends" at the annual meeting of the American Psychological Association, Miami Beach, Florida, September, 1970. He points out that although few psychologists had been interested in psychosocial research on population problems prior to 1960, the impetus of the federal government in establishing population related programs in the late sixties has encouraged more scientists to enter the population field or increase their activities in it. Eleven problem areas to which psychologists can make a contribution are identified. In addition, opportunities involving research training programs, and conferences in behavioral aspects of population, family planning, and reproduction are described together with the avenues for achieving them. Reference sources are also provided. Dr. Newman concludes that because the study of population problems is multidisciplinary, psychologists are provided unlimited opportunities in the population area. (BL)

ED 050 975 SE 011 314

Population Research.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Jun 70

Note—30p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.45)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biological Sciences, *Family Planning, Overpopulation, *Population Trends, Problems, *Research, Social Sciences

Identifiers—National Institutes of Health (NIH), Public Health Service

The scope of population research as carried on by the National Institute of Child Health and Human Development (NICHD) is set forth in this booklet. Population problems of the world, United States, and the individual are considered along with international population policies based on voluntary family planning programs. NICHD goals for biological and social science research are stated. A description of the Center for Population Research is provided, enumerating information concerning its contracts, grants, training, and federal leadership role. Also listed are additional institute activities. (BL)

ED 050 976 SE 011 321

Mathematics for Basic Education, Grade 7, A Tentative Guide.

Baltimore County Public Schools, Towson, Md.

Pub Date Sep 67

Note—393p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Behavioral Objectives, Course Content, *Curriculum Guides, Elementary School Mathematics, *Grade 7, Instruction, Low Ability Students, *Mathematics Education, *Slow Learners, Worksheets

This curriculum guide is specifically designed for the slow learning students in grade 7. It is one of a series of course guides for grades 6-11. The intent of the curricular designers was to outline mathematical experiences which would be appropriate for the characteristics of these students. The areas of mathematical content included are: 1) numbers, operations and algorithms, 2) geometry, 3) measurement, 4) graphing, 5) probability and statistics, 6) algebra, 7) logic. Each content area contains: 1) master charts for grades 6-11, 2) grade level chart for grade 7, 3) behavioral objectives for the area, 4) teacher commentary sheets, 5) student worksheets. A collection of recreational activities is included for student motivation. (RS)

ED 050 977 SE 011 322

Mathematics for Basic Education, Grade 8, A Tentative Guide.

Baltimore County Public Schools, Towson, Md.

Pub Date Sep 67

Note—383p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Behavioral Objectives, Course Content, *Curriculum Guides, Elementary School Mathematics, *Grade 8, Instruction, Low Ability Students, *Mathematics Education, *Slow Learners, Worksheets

This curriculum guide is specifically designed for the slow learning students in grade 8. It is one of a series of course guides for grades 6-11. The intent of the curricular designers was to outline mathematical experiences which would be appropriate for the characteristics of these students. The areas of mathematical content included are: 1) numbers, operations, and algorithms, 2) geometry, 3) measurement, 4) graphing, 5) probability and statistics, 6) algebra, 7) logic. Each content area contains: 1) master charts for grades 6-11, 2) grade level chart for grade 8, 3) behavioral objectives for the area, 4) teacher commentary sheets, 5) student worksheets. A collection of recreational activities is included for student motivation. (RS)

ED 050 978 SE 011 323

Helwig, G. Alfred Brant, Vincent

Mathematics for Basic Education, Grade 9.

Baltimore County Public Schools, Towson, Md.

Pub Date Sep 67

Note—381p.

Available from—Baltimore County Public Schools, Office of Curriculum Development, Towson, Maryland 21204

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Algebra, *Curriculum, *Curriculum Guides, Educationally Disadvantaged, Geometry, Logic, Probability, *Secondary School Mathematics, *Slow Learners, Statistics

This guide provides a structured program for the slow learner in mathematics grades 6-11. Suggestions for implementing the program are included. The guide is divided into the following major areas of mathematical competency: Fundamental Operations, Geometry, Measurement, Graphing, Algebra, Probability and Statistics, and Logic. Recreation is the last section of the book. Each of the areas of mathematical competency contains: master chart of mathematics content, grade level chart of mathematics content, list of

behavioral objectives, and student activity descriptions and materials. This curriculum guide is one of several prepared for secondary school mathematics instruction by Baltimore County Public Schools. (JG)

ED 050 979 SE 011 324
Mathematics for Basic Education, Grade 10, A Tentative Guide.
Baltimore County Public Schools, Towson, Md.
Pub Date Sep 67
Note—321p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Behavioral Objectives, *Curriculum Guides, *Grade 10, Instruction, Low Ability Students, *Mathematics Education, Secondary School Mathematics, *Slow Learners, Worksheets

This curriculum guide is specifically designed for the slow learning students in grade 10. It is one of a series of course guides for grades 6-11. The intent of the curricular designers was to outline mathematical experiences which would be appropriate for the characteristics of these students. The areas of mathematical content included are: 1) numbers, operations, and algorithms, 2) geometry, 3) measurement, 4) graphing, 5) probability and statistics, 6) algebra, 7) logic. Each content area contains: 1) master charts for grades 6-11, 2) grade level chart for grade 10, 3) behavioral objectives for the area, 4) teacher commentary sheets, 5) student worksheets. A collection of recreational activities is included for student motivation. (RS)

ED 050 980 SE 011 326
Klier, Katherine M., Ed.
Geometry, Senior High School Curriculum Guide.
Baltimore County Public Schools, Towson, Md.
Pub Date 63
Note—200p.
Available from—Baltimore County Public Schools, Office of Curriculum Development, Towson, Maryland 21204 ($5.00)
Document Not Available from EDRS.
Descriptors—*Curriculum, *Curriculum Guides, *Geometry, Logic, *Mathematics Education, *Secondary School Mathematics

This syllabus presents a fused course in plane, solid, and coordinate geometry for secondary school students. Elementary set theory, logic, and the principles of separation provide unifying threads throughout this approach to geometry. There are actually two curriculum guides included; one for each of two different texts--Henderson, Pingry, and Robinson's "Modern Geometry" and Jurgensen, Donnelly, and Dolciani's "Modern Geometry." This curriculum guide is one of several prepared for secondary school mathematics instruction by Baltimore County Public Schools. (JG)

ED 050 981 SE 011 333
The Egg-Eating Snake, Introductory Problem, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—34p.
Available from—Mid-Continent Regional Educational Laboratory, 104 East Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, Secondary School Science, *Tests
Identifiers—Mid Continent Regional Educational Laboratory

The booklet is designed as an introduction to a series of topics which use the same format, and which are published separately. A series of photographs of a snake eating an egg are used to ask students to identify a puzzling event that they would want to investigate if they were biologists. A scrambled programed text format is used to direct students to sets of questions concerning possible investigative procedures. Students are asked to indicate the order in which they would carry out a number of suggested steps in an investigation of the problem chosen. Some options include choosing and reading related literature; extracts from a number of works are included. These readings form the basis of additional questions. (AL)

ED 050 982 SE 011 334
Bird Population, Book A, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—39p.; Topic 1
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, Scientific Methodology, *Secondary School Science, *Tests

The booklet is part of a series which tests some skills biologists use in their investigations. A series of diagrams of a biological community over a period of 10 years indicates an increasing bird mortality, and students are asked to choose a puzzling event that they would want to investigate if they were biologists. A scrambled programed text format is used to direct students to sets of questions concerning possible investigative procedures. Students are asked to indicate the order in which they would carry out a number of suggested steps in an investigative strategy. Some options include choosing and reading related literature; extracts from a number of works are included. These readings are to be rated according to their usefulness to the student. Part B (SE 011 337) contains a series of questions related to possible experiments testing one of the possibilities offered in this booklet. Students are allowed 55 minutes for this test. (AL)

ED 050 983 SE 011 335
Bird Population, Book B, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—22p.; Topic 1
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, Evaluation, *Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, Secondary School Science, *Tests

This booklet is part of a series that tests some skills biologists use in their investigations. Students are presented with several possible experiments to investigate one of the explanations for the changes in bird populations illustrated in Booklet A (SE 011 334). A separate series of data interpretation questions is presented for each experiment. There is a time limit of 35 minutes for this booklet. (AL)

ED 050 984 SE 011 336
Bird Aggression, Book A, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—35p.; Topic 3
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, *Scientific Methodology, Secondary School Science, *Tests

This booklet is part of a series which test some skills biologists use in their investigations. A series of diagrams of a bird interacting with members of its own and other species and two reports on bird behavior are used as a basis for identifying the "unusual event" shown in the illustrations. Students indicate the order in which they would conduct a series of steps if they were biologists investigating the event. A scrambled programed text format is used to direct students to other questions about each step in the investigation. Some extracts from the literature are included in the sequence and these form the basis of other questions. Students are allowed 55 minutes to complete this booklet. Booklet B (SE 011 337) contains a series of questions related to possible experiments testing one of the possibilities offered in Booklet A. (AL)

ED 050 985 SE 011 337
Bird Aggression, Book B, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—22p.; Topic 3
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, Secondary School Science, *Tests

This booklet is part of a series which tests some skills which biologists use in their investigations. It contains a series of questions related to possible experiments testing one of the possibilities offered in Booklet A (SE 011 336) to account for the "unusual event" shown in a series of pictures of a bird interacting with members of its own and other species. Students are asked to choose one of several possible experiments, and, in a series of questions depending on this choice, interpret data obtained. No time limit for the test is indicated. (AL)

ED 050 986 SE 011 338
Life in Remote Villages, Book A, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—35p.; Topic 4
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, Scientific Methodology, *Secondary School Science, *Tests

The booklet is part of a series which tests some skills biologists use in their investigations. A series of drawings of the inhabitants of two fictional villages, and a number of extracts of literature concerning congenital malformations, introduce the first question in this test, which asks students to identify an unusual event shown in the illustrations. Students are presented with a choice of procedures to investigate the problem they choose, and a scrambled program text format is used to direct them to related questions. Some of the choices direct students to extracts of literature, upon which further questions are based. Students are allowed 55 minutes to complete this booklet. Booklet B (SE 011 339) asks students a series of questions about one possible explanation for the puzzling event. (AL)

ED 050 987 SE 011 339
Life in Remote Villages, Book B, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 70
Note—22p.; Topic 4
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, *Secondary School Science, *Tests

This booklet is part of a series which tests some skills used by biologists in their investigations. Students are asked a series of questions about one possible explanation of the "puzzling event" concerning human deformities presented in Booklet A (SE 011 338) and directed to a set of questions on data interpretation. The particular questions answered depend upon the experimental design chosen by the student as the best of the 5 alternative tests of the explanation. No time limit for the test is indicated. (AL)

ED 050 988 SE 011 340
Rat Behavior, Book A, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 71
Note—33p.; Topic 5
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, Secondary School Science, *Tests

This booklet is part of a series which tests some skills biologists use in their investigations. A series of photographs of 3 rats in a Skinner box in which they had learned to obtain water by a bar-press response, but from which they receive rat pups, is used to present a puzzling event which students are asked to identify. Students indicate the order in which they would conduct a series of steps if they were biologists investigating the particular puzzling event that they chose earlier. A scrambled programed textbook format

is used to direct students to other questions about the investigations. Some extracts from the literature are included in the sequence and these form the basis of other questions. Booklet B (SE 011 341) asks a series of questions about investigations of maternal behavior in rats. No time limit is indicated for this booklet. (AL)

ED 050 989 SE 011 341
Rat Behavior, Book B, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date 71
Note—21p.; Topic 5
Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, Programed Texts, Science Tests, *Scientific Methodology, Secondary School Science, *Tests
This booklet is part of a series which tests some skills biologists use in their investigations. Questions are asked about investigations of the maternal behavior of rats, which is related to the "puzzling events" presented in a series of photographs of rats in Skinner boxes in Booklet A (SE 011 340). In a series of questions, depending upon the student's choice of experiment, data interpretation skills are tested. No time limit is indicated for this booklet. (AL)

ED 050 990 SE 011 348
Kraft, Tom, Ed.
Can Education and This Nation Survive? American Oceanography.
American Society for Oceanography, Houston, Tex.
Pub Date May 70
Note—12p.; American Oceanography, Special Education Issue
Available from—American Oceanography, 854 Main Building, Houston, Texas 77002
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Science, *Curriculum, Elementary School Science, *Environmental Education, *Oceanology, Outdoor Education, *Program Descriptions, Secondary School Science
Identifiers—American Society for Oceanography
Brief descriptions of 9 marine science programs for students at various educational levels are given in this special issue. Most of the accounts describe the procedures followed by the center concerned, but some specify the objectives that guide the work. Most of the projects described involve students using the facilities in active research, rather than providing lecture-demonstrations. (AL)

ED 050 991 SE 011 352
Council of Europe Information Bulletin 2/1970.
Documentation Centre for Education in Europe, Strasbourg (France).
Pub Date Jul 70
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Programs, Elementary Education, Higher Education, Information Dissemination, *Inservice Teacher Education, *International Education, Secondary Education, *Teacher Education
Identifiers—Council of Europe
The first part of this document contains the text of two resolutions, on co-ordination of European university research and on the educational uses of radio and television, adopted by the Committee of Ministers in June 1970. Reports on two meetings concerned with High Education and Research, seven in the area of General and Technical Education, three on Out-of-school Education and Cultural Development, one on Educational Documentation and Research, and a list of meetings planned from June through October 1970 complete the first part. References to appropriate documents are included in the reports of the meetings. The second part contains extracts of reports and documents on basic and inservice training of teachers, and a series of documents on developments in educational documentation and information for teachers. Materials in these reports and documents describe conference recommendations and the existing organization in Belgium, Denmark, France, Germany, Italy, The Netherlands, Sweden, England and Wales, and Scotland. Two books, one listing and describing European photochemical research and the other an account of the work of the Conferences of European Ministers of Education, are briefly reviewed. (AL)

ED 050 992 SE 011 362
Employment Outlook, Life Science Occupations.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Bull-1650-25
Pub Date 71
Note—12p.; Reprint from the Occupational Outlook Handbook, 1970-71 Edition
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.15)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Biochemistry, Biology, *Employment, *Employment Trends, Job Analysis, Salaries, *Scientists
Identifiers—United States Department of Labor
The nature of the work performed by biologists and biochemists is described in general terms, and for the subcategories such as agronomists, pharmacologists and entomologists. The types of employment opportunities, the necessary training the employment outlook and typical salaries and working conditions are described. Addresses for requesting additional information are given, and a list of other pamphlets describing other occupations is appended. (AL)

ED 050 993 SE 011 364
Froehlich, Walter
Man in Space, Space in the Seventies.
National Aeronautics and Space Administration, Washington, D.C.
Report No—EP-81
Pub Date Jan 71
Note—31p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aerospace Technology, *Program Descriptions, *Resource Materials, *Space, *State Agencies
Identifiers—National Aeronautics and Space Administration
Included is a summary of the Apollo lunar program to date. Projected future NASA programs planned for the 1970's are discussed under the headings Skylab, Space Shuttle, and Space Station. Possibilities for the 1980's are outlined in the final section. (Author/AL)

ED 050 994 SE 011 365
Koran, John J., Jr.
Teaching High School Science.
National Science Teachers Association, Washington, D.C.
Pub Date 70
Note—36p.
Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Educational Objectives, *Instruction, *Research Reviews (Publications), Resource Materials, Science Education, *Secondary School Science, *Teacher Behavior, *Teaching Methods
This pamphlet, replacing an earlier edition with the same title, reviews the research related to science instruction in high schools with reference to its implications for teaching. Recommendations for particular teaching methods are made when the evidence is strong, and, where it is weak, implications of the trends discerned are stated, and teachers are advised that particular techniques may be advantageous. Topics reviewed include the use of instructional objectives; the nature and utility of advanced organizers and learning set; the nature of teacher behavior in the new science programs; the use and effectiveness of a variety of instructional methods and materials; and methods of developing scientific skills and inquiry techniques. Comparative studies of alternate courses in relation to creativity; affective, conceptual, factual, scientific understanding; and critical thinking outcomes are reviewed separately. Fifty-six citations are made in the bibliography which includes entries published from 1951 to 1969. Most entries are from 1963 to 1969. (AL)

ED 050 995 SE 012 001
Holliday, William G.
The Effects of Utilizing Simultaneous Audio and Printed Media in Science.
Calgary Univ. (Alberta).
Pub Date Mar 71
Note—6p.; Paper presented at the National Association for Research in Science Teaching Meeting, March 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Instruction, *Aural Stimuli, Classroom Research, Comparative Testing, *Instruction, Learning, Research, Science Education, Secondary School Science, *Visual Stimuli
Tenth grade biology students were randomly assigned to three groups of 36 students each. Each group was presented with the same learning materials. The material was in a printed format for one group, one group was read the material, and the third read the material while it was read to them. All groups were given a printed retention test, and, when the Verbal Reasoning Test score of the Differential Aptitude Tests was used as a covariate, there were no differences among the scores of the groups. The results are consistent with Broadbent's model of the perceptual system as a single channel system and have implications for designers of audio-visual instructional systems. (AL)

ED 050 996 SE 012 018
Goodwin, Barbara, Ed.
National Assessment of Educational Progress, Volume 4 Number 3.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Pub Date Jun 71
Note—24p.
Available from—National Assessment of Educational Progress, 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, *Evaluation, *National Surveys, Research, Science Tests, *Scientific Concepts, *Testing Programs, *Writing Skills
Identifiers—Educational Commission of the States, *National Assessment of Educational Progress
The major part of the newsletter contains a summary of the results of the administration of tests in science and writing to students aged 9, 13, 17, and to adults 26 - 35 in all regions of the United States. The data are compared on the basis of regions (North East, South East, Central, and Western); sex of respondent and size of community (big cities, urban fringes, medium sized cities, and smaller places). Males of all ages performed better on the science tests, but females scored higher on the writing tests. The North East and Central regions performed at or above the national average for both sets of tests at all ages. The South East scores were lower than the national average for all ages and both tests. The Western region showed a less consistent pattern, with 17 year olds and adults performing better than the national average on both tests, 13 year olds below on both tests, and 9 year olds at the average for the science tests, but below for the writing. Large cities and "smaller places" respondents were above the national average, with the average for the urban fringe and medium-sized cities above average. The interpretations of a panel of reviewers are summarized, and the limitations of the results indicated. The newsletter also contains announcements about the organization of the project. (AL)

ED 050 997 SE 012 019
Kormondy, Edward J., Ed.
Commission on Undergraduate Education in the Biological Sciences News, Volume 7 Number 5.
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Pub Date Jun 71
Note—20p.
Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, *College Science, *Environmental Education, *Laboratory Procedures, Libraries, Newsletters, Pass Fail Grading, Program Descriptions, *Social Problems

Two articles in this newsletter describe programs related to the use of investigative laboratories in college biology; one reports on student reactions to such laboratories; and two articles describe student directed activities concerned with environmental factors. Comments on the changing role of biology in the 70's, and its implication for college biology instruction, a bibliography of 42 items concerning grading practices, and a discussion of the relevance of a core curriculum containing minimum subject matter required of all biology students in the face of rapidly expanding research data, are included in the penultimate edition of the newsletter. (AL)

D 050 998 24 SE 012 025

Jones, Linda Butts, David P.

Piaget Interviews and Interaction Analysis in the Preparation of Science Teachers: A Comparison.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Rep Ser-52

Bureau No—BR-5-0249

Pub Date Aug 70

Contract—OEC-6-10-108

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior, Cognitive Development, Educational Research, *Instruction, *Interaction Process Analysis, Preservice Education, *Science Teachers, *Teacher Education

Identifiers—Piaget

Nineteen beginning preservice science teachers were randomly assigned to one of the following treatments given in the first two weeks of the semester: a) training in interaction analysis (a modification of Hall's instrument for the analysis of science teaching; b) training in conducting and interpreting Piaget-type interviews; and c) a control group of elementary school methods lectures on graph interpretation. In a one-to-one setting with elementary students, teacher behavior and concern level were measured at pre-, post-, and delayed post-test sessions. Pretest scores were used as covariates. Concern levels increased immediately after treatment but decreased to initial levels at the end of the semester, regardless of treatment. Of thirteen teacher behaviors measured by the interaction analysis instrument the only one to change significantly was the flexibility score of the interaction-analysis trained group, which increased over the long-term, but not in the time of treatment. (Authors/AL)

ED 050 999 SE 012 026

Gallagher, James J.

A Summary of Research in Science Education for the Years of 1968-69, Elementary School Level, Research Review Series - Science, Paper 6.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jun 71

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, *Elementary School Science, *Instruction, *Research Reviews (Publications), Science Education, Teacher Characteristics, *Teacher Education

The sixth paper in the science series of research reviews produced for the Science and Mathematics Education Information Analysis Center concerns research in science education at the elementary school level published in 1968-69. The following topics are reviewed: Effects of instruction in new elementary science programs (Science - A Process Approach, SCIS, ESS); the impact of instruction at pre-school and primary school levels and in intermediate grades; developmental studies without particular instructional programs; teacher education; teacher behavior and characteristics; and instrument development for subsequent research. Eight miscellaneous studies are also reported. Summarizing conclusions are made at the end of each section, and some general conclusions, mainly concerned with weaknesses of design, analysis and reporting of research are made. The bibliography contains 124 citations, mainly journal articles and unpublished doctoral dissertations. (AL)

ED 051 000 SE 012 027

National Association for Research in Science Teaching 44th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Feb 71

Note—247p.

Available from—ERIC Information Analysis Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43221 ($3.50)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Abstracts, Attitudes, *Conference Reports, Curriculum, *Evaluation, *Learning, Research, *Research Methodology, Science Education, Teacher Education

Abstracts of papers presented to the 44th Annual Meeting of the National Association for Research in Science Teaching are arranged according to the topic of the session at which they were presented. Separate sessions were devoted to elementary, secondary, junior high school, and college and university science teaching, with papers on evaluation, teaching techniques, teacher and student behavior, curriculum, and attitudes being presented at each level. Papers were also presented on science teacher education at pre- and in-service levels, on learning and testing, and on environmental education and educational technology. Abstracts of addresses to general sessions, on educational research, the future of NARST, science education curriculum development, and guidelines for science and mathematics teacher education are also included. (AL)

ED 051 001 SE 012 029

Suydam, Marilyn N. Weaver, J. Fred

Mathematics and the "Disadvantaged".

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Mar 71

Note—8p.; Using Research: A Key to Elementary School Mathematics

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, Culturally Disadvantaged, *Disadvantaged Youth, Educationally Disadvantaged, *Elementary School Mathematics, *Low Achievers, Mathematics Education, *Mathematics Instruction, *Research Reviews (Publications), Slow Learners

This bulletin provides a review of research related to teaching mathematics to disadvantaged students at the elementary school level. The review is organized around a set of questions which are appropriate to ask in relation to disadvantaged students. These questions include: 1) What is the mathematical status of the environmentally disadvantaged? 2) What do evaluations of Head Start programs show? 3) Are there mathematical characteristics which distinguish the academically disadvantaged? 4) Do special mathematics programs for environmentally disadvantaged students make a difference? 5) Are programs for low achievers effective? 6) What teaching procedures are most effective for slow learners? 7) Are different materials appropriate for the disadvantaged? 8) What remedial procedures have been effective? 9) How are personality characteristics of the disadvantaged related to achievement? Answers to these questions are provided by a variety of research studies. A selected list of references is provided. (FL)

SO

ED 051 002 08 SO 000 860

Wirth, Arthur G.

The Vocational-Liberal Studies Controversy Between John Dewey and Others (1900-1917). Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Sep 70

Grant—OEG-0-8-070305-3662(085)

Note—349p.; Report will be published as Education in the Technological Society: The Vocational-Liberal Studies Controversy (1900-1917), International Textbook Co., 1972

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Comprehensive High Schools, Democratic Values, *Educational Change, *Educational History, *Educational Philosophy, Educational Policy, Educational Sociology, General Education, *Industrialization, Occupational Guidance, Political Influences, Public Education, School Community Relationship, Social Change, Social Values, Socioeconomic Influences, *Vocational Education

Identifiers—*Dewey (John)

The present study looks at an example of institutional change directly resulting from the industrialization process --the industrial or vocational education movement. The thesis of this study is that an understanding of the debate over how schools should adapt to industrialization will reveal the nature of basic value choices which the American people were forced to face under the pressures of adjusting to technology. Part I examines some of the origins of educational changes related to the industrialization. Next the responses of selected interest groups are considered: business, as represented by the National Association of Manufacturers; the American Federation of Labor; liberal urban reform forces of the progressive era; and, the formation of typical progressive pressure group--the National Society for the Promotion of Industrial Education (NSPIE), which worked to promote school reform programs at state and national levels. The reactions of NEA are noted along with resultant innovations --guidance programs and the comprehensive secondary schools. Part II examines the philosophies of education which articulated the value and policy questions at issue including the philosophy of social efficiency. John Dewey's complex analyses of the values of science, technology, and democracy for education in a technological world are examined. (Author/SBE)

ED 051 003 SO 000 889

Lloyd, R. Grann

Teaching Economics to Black Students.

Pub Date [68]

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Economic Education, *Equal Education, Field Instruction, Inquiry Training, Multimedia Instruction, *Negro Education, Negro Students, Problem Solving, Questioning Techniques, Racial Factors, *Relevance (Education), *Social Studies, Teaching Methods

Against the background of separate and inferior education for black Americans, the author discusses questions related to the effective teaching of economics to black students today. To the question of differentiated economics education by race, the author qualifies his negative answer by pointing to certain barriers to teaching economics to blacks, such as, basic skill level, exposure to economic institutions, and motivation, all probably due to white racism, however. Suggested solutions are remediation and effective teaching methods, such as the following: multimedia representations of economic realities, programmed instruction, inquiry methods, problem solving field work, and relevant subject matter selection. The latter approach requires that economics be taught from a cultural context by focusing on the black experience. (Author/DJB)

ED 051 004 SO 000 935

The Wingspread Report on New Dimensions for the Teaching of the Social Studies.

National Association of Independent Schools, Philadelphia, Pa.

Pub Date [69]

Note—17p.; Issued by the Ad Hoc Committee on Social Studies

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, Curriculum Design, *Curriculum Development, Educational Change, Educational Objectives, Inquiry Training, Instructional Innovation, Interdisciplinary Approach, Relevance (Education), Secondary Grades, Secondary School Teachers, *Social Change, *Social Studies, *Student Needs, Teacher Participation, Teaching Methods, Team Teaching, World Problems

Identifiers—Wingspread Conference

This report is a result of a conference in 1968 attended by secondary school educators to discuss challenging questions facing social studies teachers. Two interrelated areas of interest are explored: 1) The Nature of Contemporary Change in American Society and the World; and, 2) The Educational Needs of Our Students. However, in order to develop relevant curriculum and devise innovative teaching methods, teacher participation and changes in the schools are necessary. Participants felt that academic courses should reflect an interdisciplinary approach and team teaching which require advanced study and basic changes in teacher preparation. Content should help students understand man in society as both creator and product of environment adding three crucial special areas: 1) should emphasize analyti-

cal ability, inquiry approach, and decision making with less attention to factual indoctrination. The restrictive influence of the examination system is also noted. Changes in school structure and innovations for teacher training programs are described. The report concludes that active teacher involvement and leadership is vital to stimulating educational change. A brief appendix outlines a scheme for a K-12 curriculum sequence. (Author/JSB)

ED 051 005 SO 000 970

Mallery, David Heath, Douglas H.

Toward a More Human School. A Report on Five Conferences Involving Students, Teachers, and Administrators.

National Association of Independent Schools, Boston, Mass.

Pub Date 70

Note—44p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($1.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, Affective Behavior, Communication Problems, *Educational Change, School Community Relationship, Self Concept, *Student Alienation, Student Attitudes, *Student School Relationship, *Student Teacher Relationship, Values

A series of five conferences are reported here on the problem of making the school more human by increasing understanding, the sense of community, and communication between students, teachers, and administrators. The first conferences explored the areas of necessary change which 275 students and 175 adults wanted to examine in the four remaining conferences. As a result these conferences were devoted to the general theme of alienation and ways of communicating to overcome this estrangement. In addition, a special article by Douglas Health on alienation and the school is appended. (CWB)

ED 051 006 SO 001 065

Weintraub, Richard

A Review of the Research on Pre-Service Social Studies Secondary Teacher Education.

Constitutional Rights Foundation, Los Angeles, Calif.

Pub Date 22 Jun 70

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Civil Liberties, Classroom Environment, Democratic Values, Educational Change, *Educational Research, Inquiry Training, Methods Courses, *Political Socialization, Preservice Education, *Relevance (Education), Secondary Grades, *Social Studies, *Teacher Education, Teacher Education Curriculum, Teacher Role, Teaching Methods, Teaching Skills

Identifiers—Bill of Rights, *Controversial Issues, Values Education

This report is a compilation and review of research done in the United States in the last 8 years. Believing that it is necessary to have teachers who can empathize and cope with classroom manifestations of constitutional rights, civil rights, unemployment, war and violence the author investigates 3 categories of teacher training: curriculum content, professional knowledge, classroom skills and behavior. Citing various studies and exploring the "curriculum by textbook" phenomena some conclusions are: 1) methods courses must concentrate on classroom dynamics and be less preoccupied with teacher knowledge, authority, and conformity: 2) it is not the amount of knowledge but new behavior (alternative roles and attitudes) that is most important; 3) teacher education should develop inquiry, discovery, and critical thinking capacities; 4) training should include different teaching techniques and attention to selection and testing of new materials; 5) schools must offer an educational environment that is a microcosm of modern changing society; and, 6) the educational program will have an appreciable influence on students outlook, including political attitudes, values, and beliefs when controversy is allowed and critical thinking encouraged. Detailed findings of a California survey related to teacher training and contemporary issues connected with the Bill of Rights and our legal system are also included. (Author/JSB)

ED 051 007 SO 001 162

Minahan, Nancy M.

Experiments on a Shoestring. A Handbook of Experiments and Demonstrations for General Psychology which May be Carried Out Inexpensively and Without Access to Formal Apparatus.

Illinois Univ., Urbana. Dept. of Psychology.

Pub Date Mar 71

Note—84p.

Available from—Professor Frank Costin, 731 Psychology Building, University of Illinois, Champaign, Illinois 61820 ($1.00; cash only)

Document Not Available from EDRS.

Descriptors—Attention, Cognitive Processes, *Demonstrations (Educational), *Experimental Psychology, *Experiments, Higher Education, Learning Processes, Motivation, Perception, Psycholinguistics, *Psychology, Retention, Secondary Grades, Sensory Experience, Student Projects, Thought Processes

This booklet is intended to provide a number of experiments and demonstrations in each area of psychology which may be carried out in situations where the instructor wishes to provide class involvement and some understanding of experimental procedure, but does not have access to the apparatus generally used in experimental psychology. The 75 experiments, culled from a number of psychology workbooks, are divided into five major sections: Sensory Processes and Perception, Motivation and Emotion, Attention Sets, Learning and Retention, and, Thinking and Language; each is divided into subtopics. Most of the experiments included can be modified for use as out-of-class projects. Each entry contains a statement of purpose, materials required (in most cases easily available), subject population required, experimental procedure, and suggestions for discussion questions. It is expected that the introduction and hypothesis can be easily supplied by the instructor and the text. An appendix contains a list of the works consulted in compiling this booklet. (JLB)

ED 051 008 SO 001 164

Culbert, John, Comp. And Others

Social Studies Concepts and Generalizations: a Framework for Curriculum Development.

Chestnut Hill School, Middlefield, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Citizenship, Concept Teaching, *Cross Cultural Training, Curriculum Design, *Curriculum Development, Fundamental Concepts, Human Relations, *Inquiry Training, *Interdisciplinary Approach, Multimedia Instruction, Social Sciences, *Social Studies, Taxonomy, Values

Identifiers—Project DISCUSS, *Structure of Knowledge

The goal of this booklet is to identify and present essential concepts and generalizations within the structure of knowledge of the social studies. The basic rationale rests upon the following assumptions: 1) the development of concepts and generalizations should be given primary emphasis over retention of facts in teaching the social sciences; 2) total coverage within a subject is often neither necessary nor desirable; 3) the inquiry or discovery approach can be used to advantage; and, 4) the content of social science courses should be based on interdisciplinary and cross cultural approaches. Classroom experiences should draw on a variety of stimuli thus the multimedia approach seems appropriate. The basic strategy for using this conceptual framework begins with planning for instruction. Once knowledge is classified, teachers are free to set specific cognitive objectives, and to choose content and teaching methods to implement the objectives. This booklet will be considered successful if the student has gained: 1) knowledge of factors shaping human behavior; 2) awareness and appreciation of past and present civilizations; 3) awareness of alternative solutions to social problems; 4) comprehension of human interdependence; 5) competency in knowledge and information utilization; 6) a commitment to equal rights and opportunity; 7) critical skills to examine his values, and others; 8) a realistic self-concept; and, 9) the skills to function in a world of change. (Author/SBE)

ED 051 009 SO 001 169

DuBois, Carol J. Roberts, Rhys

A Teacher's Guide to Experiencing the Age of Homespun with James Y. Brown.

Catskill Area School Study Council, Oneonta, N.Y.; Otsego County Board of Cooperative Educational Services, Oneonta, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 68

Note—35p.; Revised

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, Bibliographies, *Colonial History (United States), Community Resources, *Community Study, Curriculum Development, Discovery Processes, Field Experience Programs, History Instruction, Inductive Methods, Instructional Materials, Interdisciplinary Approach, *Social Studies Units, *Teacher Developed Materials, Teaching Guides

Identifiers—ESEA Title 3, New York, *Project PROBE

Audiovisual materials available for a social studies unit based on local, primary sources are listed in this guide, a supplement to the Age of Homespun (ED 018 323). Teachers designed, produced, and tested these instructional aids which are intended to provide a flexible, interdisciplinary unit readily adapted to differing grade levels. Local research methods of the PROJECT PROBE workshop members are described and materials available for a classroom study unit are listed for prototype purposes. Of major importance are reprints of three original diaries (1841-60), sets of 35 mm. slides, and audio tapes. Suggested activities for the following student projects are also given: Gravestone Rubbings, Map Exercises, Genealogical Charts, Folk Life Interviews, Architectural Surveys, Compare Use of Time in J. Y. Brown's Day With Use Today, Study Use of Primary Sources, and Related Grammar Exercises. An extensive bibliography gives annotations of in-print references as well as historical sources. Supplemental materials for the J. Y. Brown primary resource project can be obtained from 135 Old Main, State University College, Oneonta, New York, or they can be reproduced in quantity through the facilities at Curriculum Enrichment Center, Norwich, New York, by arrangement with Richard Heller. Related documents are: ED 018 320, ED 018 321; ED 018 322. (Author/JSB)

ED 051 010 SO 001 185

A Curriculum Guide in Elementary Social Studies: Man in the Family. Grade One.

Howard County Board of Education, Clarksville, Md.

Pub Date 70

Note—154p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Affective Objectives, Cognitive Objectives, *Concept Teaching, *Cross Cultural Studies, Cultural Environment, *Curriculum Guides, Deductive Methods, Elementary Grades, *Family (Sociological Unit), Family Role, Family Structure, Grade 1, Human Relations Units, Inductive Methods, Interdisciplinary Approach, Resource Guides, *Social Studies Units, Teaching Techniques, Values

Identifiers—Africa, Mexico, *Values Education

This social studies curriculum guide, part of a K-12 sequential program designed around the concept of Man, is for teachers of grade one. Man in the Family is the theme at this level of instruction and the course centers on family living and the family as a basic social unit, in comparison with, and contrast to the way families in other regions of the world live. Specific objectives for grade one are outlined in the guide and three main units of study are presented: 1) The Role Individuals Assume Within the Family; 2) Interdependence of Family Members; and, 3) Cooperation of Family Members. Cultures of Mexico and Africa are those selected for comparative study, as well as optional study of American Indian culture. Each of the three major units is introduced by an explanation of concepts to be developed, a list of objectives, and an outline of curriculum content. Teaching strategies for each concept are suggested, such as discussion questions, student activities, interdisciplinary projects, and games. References to instructional materials are given for specific basic textbooks, supplementary textbooks, related teaching guides,

library books, films, filmstrips. Additional teaching techniques are presented in the section "Variants in Strategies and Content." Evaluation questions and activities accompany each concept to be taught. Related documents are: SO 001 186 through SO 001 189. (Author/JSB)

ED 051 011 SO 001 186

A Curriculum Guide in Elementary Social Studies: Man in the Community. Grade Two.

Howard County Board of Education, Clarksville, Md.

Pub Date 70

Note—169p.

Available from—Social Studies Department, Howard County Public Schools, Clarksville, Maryland 21029 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Citizenship, *Community Study, Concept Teaching, *Cross Cultural Studies, Cultural Environment, *Curriculum Guides, Elementary Grades, *Environmental Education, Field Experience Programs, Geography, Grade 2, Human Relations Units, Map Skills, Natural Resources, Non Western Civilization, Rural Environment, *Social Studies Units, Urban Environment, Values

Identifiers—Japan, Maryland, Thailand, *Values Education

Man in the Community is the theme of this social studies curriculum guide for Grade 2. The course emphasizes: what a community is, how people contribute as individuals and family groups, and comparative study of community life. A stated aim is for the student to gain a knowledge of his place in the community and his worth as an individual. Content is divided into three units of study: 1) People Create Communities; 2) The Community and Its Natural Resources; and, 3) Comparison of Communities Around the World. Special features of the grade two curriculum are field experience programs, environmental education, and a variety of map, globe, and other geography skills. A city community in Japan and a small village of Thailand are the selected areas for comparative study. Format of the guide is consistent with this series with major divisions for 1) Concepts, 2) Teaching Strategies, 3) Content and Materials, 4) Varieties in Strategies and Content, and 5) Evaluation. Related documents are: SO 001 185 through SO 001 189. (JSB)

ED 051 012 SO 001 187

A Curriculum Guide in Elementary Social Studies: Man and His Institutions. Grade Three.

Howard County Board of Education, Clarksville, Md.

Pub Date 70

Note—258p.

Available from—Social Studies Department, Howard County Public Schools, Clarksville, Maryland 21029 ($3.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Citizenship, City Planning, City Problems, Communications, Concept Teaching, *Curriculum Guides, Democratic Values, Elementary Grades, *Environmental Education, Governmental Structure, *Government Role, Grade 3, Human Relations Units, Industrialization, Pollution, Public Affairs Education, Social Change, *Social Studies Units, Transportation, *Urban Studies

Identifiers—*Baltimore, Columbia, Maryland, *Values Education

The course theme of this grade 3 social studies curriculum guide is Man and His Institutions. With a background of family and community study in grades 1 and 2, the purpose at this level is to analyze more institutions created by man to meet the growing complexities of society. Specific institutions selected for study are: 1) Government as an Institution; 2) Transportation and Communication; 3) Urbanization and Industrialization; and, 4) Education as an Institution (Optional). Format of the guide is consistent with the series with major divisions for 1) Concepts, 2) Teaching Strategies, 3) Content and Materials, 4) Varieties in Strategies and Content; and 5) Evaluation. Baltimore, Maryland and the planned city of Columbia, Maryland are the urban communities chosen for study. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

ED 051 013 SO 001 189

A Curriculum Guide in Elementary Social Studies: Man in a Changing Society. Grade Five.

Howard County Board of Education, Clarksville, Md.

Pub Date 70

Note—186p.

Available from—Social Studies Department, Howard County Public Schools, Clarksville, Maryland 21029 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Acculturation, Citizenship, Civil War (United States), Colonial History (United States), Concept Teaching, *Curriculum Guides, Democracy, Elementary Grades, Ethnic Studies, *Government (Administrative Body), Government Role, Grade 5, Human Relations Units, Immigrants, Revolutionary War (United States), *Social Change, *Social Studies Units, *United States History, Values, World Affairs

Identifiers—Peace, Social Control, Values Education, War

This grade 5 social studies curriculum unit presents a course on Man In A Changing Society. An objective of the instructional program for this level is that the student broaden his perspective of the concept "man" from the family, community, and the state to understand his nation as a changing society. Units for study are: 1) A Nation Evolves From Immigration; 2) A Nation Emerges Through Conflict To A World Power; 3) Man and His Government; and, 4) Scarcity Is a Constant Reality (Optional). Format of the guide is consistent with this series, stating objectives and giving curriculum content in these major divisions: 1) Concepts; 2) Teaching Strategies; 3) Content and Materials; 4) Varieties in Strategies and Content; and 5) Evaluation. A specific objective of the fifth grade program is the improvement of social and academic skills through opportunities of individualized or small group work. Related documents are: SO 001 185 through SO 001 189. (Author/JSB)

ED 051 014 SO 001 195

Cernonok, Jevgenij

Syllabus for Use in Russian Literature.

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—22p.; A project of the Chinese-Russian Study Center of the Toledo Public Schools

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Authors, Bibliographies, Critical Reading, *Curriculum Guides, Drama, Humanities, Literary Analysis, Literary Genres, *Literary History, Literary Influences, Literature Appreciation, Literature Guides, Novels, Poetry, *Russian Literature, Secondary Grades, Social Studies, Thematic Approach, *World Literature

Identifiers—ESEA Title 3, Project Pace, *Russian History

This syllabus outlines a two semester course to accompany the basic textbook: THE EPIC OF RUSSIAN LITERATURE by Marc Slonim. An introduction to the guide gives a brief summary of the history of Russian literature and objectives of the course are stated, defining concepts and understandings to be developed. In addition, teaching techniques are described, suggesting activities such as group discussions, reports, comparative studies, and utilizing Russian history, geography, and culture, especially films and music. Course content is divided into chronological periods, emphasizing literary movements, major authors, historical themes, and literary genres. First semester units of study are: 1) The Beginnings; 2) Poets, Playwrights and Satirists of the Eighteenth Century; 3) The New Era; 4) From Napoleonic Invasion to the Decembrists; 5) The Golden Age (A. S. Pushkin); 6) Minor Poets Beginning 19th Century; 7) N. Gogol; and, 8) M. Lermontov. Topics for the second semester are: 1) Dreamers and Philosophers; 2) Westerners and Slavophiles; 3) The Critics and the Nihilists; 4) Literary Trends of the Sixties; 5) I. S. Turgenev; 6) F. Dostoevsky; 7) Russian Playwrites; 8) Leo Tolstoy; 9) Maxim Gorky; 10) M. Sholokhov; and, 11) B. Pasternak. (Author/JSB)

ED 051 015 SO 001 196

Husum, Carol

Syllabus for Use in Soviet Russian History.

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—16p.; A project of the Chinese-Russian Study Center of the Toledo Public Schools

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Audiovisual Aids, *Communism, *Comparative Analysis, Critical Thinking, Cross Cultural Studies, *Curriculum Guides, Democracy, *Foreign Relations, Government (Administrative Body), History Instruction, Political Science, Secondary Grades, Social Studies Units, Social Systems, Teaching Methods, World Affairs, *World History

Identifiers—Intellectual History, Marxism, Political History, Revolution, *Russian History, Soviet Union

This syllabus outlines a one semester course intended to provide a comprehensive study of the Soviet Union today, and the relationship that Russian has with the United States and the rest of the world. Content covers Russia's history beginning with the fall of the Romanovs with emphasis on the revolutionary movement in Russia. The guide presents a brief rationale of a comparative study approach to history instruction, a list of objectives, and a description of teaching methodology. Suggested is a combination of lecture and student discussion, utilizing individual research, student panels, guest speakers, and class projects. A list of curriculum materials, including texts, supplemental texts, and audiovisual aids, is given. The course outline is introduced by a brief discussion of the Provisional Government followed by a chronological outline of significant events. Major topics are: 1) February Revolution; 2) Provisional Government; 3) Bolshevik Revolution; 4) War, Communism; 5) Reconstruction; 6) Post War Period; and, 7) Coexistence. In addition, these themes for student analysis are suggested: 1) Democracy and Communism As a Way of Life; 2) Land and the People of the Soviet Union; 3) The Importance of Russia's Past in the Communist State; 4) Soviet Personalities and Policies; 5) Development of the Soviet Economy; 6) Role of the Artist in the Soviet Union; 7) International Policies of the Soviet Union; and, 8) West's Response to Communism. A related document is: SO 001 197. (Author/JSB)

ED 051 016 SO 001 197

Husum, Carol

Syllabus for Use in Imperial Russian History.

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—24p.; A project of the Chinese Russian Study Center

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Area Studies, *Cross Cultural Studies, Cultural Awareness, *Curriculum Guides, Geography, Government (Administrative Body), History Instruction, Humanities, Imperialism, Interdisciplinary Approach, *Non Western Civilization, Russian Literature, Secondary Grades, Social Change, Social Structure, *Social Studies Units, Social Systems, *World History

Identifiers—ESEA Title 3, Marxism, Political History, Revolution, *Russian History, Soviet Union, Tsars

This syllabus is an outline of a one semester course in Imperial Russia designed to emphasize the relationship between Russia's past and her present. Course content begins with the founding of the first Russian state and continues to the fall of the Romanovs in 1917. In addition, some topics are suggested for investigation of Russian history in relation to geographic factors. Major periods are: 1) Origins of Russia--Kievan Rus (862-1243); 2) Mongol Invasions (1240-1480); 3) The Rise of the Princes of Moscow; 4) Reign of Ivan IV (The Terrible); 5) The Time of Troubles; and, 6) The Romanovs. Significant events and leaders are discussed in each period. Also suggested for study are four topics of an interdisciplinary nature: 1) Religious Art and Architecture; 2) Literature, especially the 19th Century Protest Literature of Tolstoy, Dostoyevsky, Turgenev, Gogol, and Gorky; 3) Marxism and the Revolutionary Tradition in Russia; and, 4) The Cossacks and Russian Folk Music. Two basic texts are: AN INTRODUCTION TO RUSSIAN HISTORY AND CULTURE by Ivar Spector, and EVOLUTION OF RUSSIA by Otto Hoetzsch. Basic historical understandings to be developed are stated and objectives are defined.

A list of supplementary texts, as well as audio visual materials, is included. SO 001 196 describes a related Soviet Russian History course. (Author/JSB)

ED 051 017 SO 001 200
Husum, Carol
Syllabus for Use in Modern Chinese History.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—47p.; A project of the Chinese Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, *Asian History, *Chinese Culture, *Communism, Cross Cultural Studies, *Curriculum Guides, Foreign Relations, Government (Administrative Body), History Instruction, Humanities, Nationalism, Non Western Civilization, Political Power, Secondary Grades, Social Change, Social Studies Units, Social Systems, *World History
Identifiers—Asian Studies, *Chinese History, Diplomatic History, ESEA Title 3, Nationalist China, People's Republic of China, Political History, Revolution
This syllabus, for use in a one semester course on the history of modern China, covers the period from the Manchu domination in 1644 to the present. The course is designed to create an interest in China, emphasizing the social and cultural aspects of history, as well as the political and economic dimensions. A narrative summary of course content is divided into these two major periods: 1) The Ch'ing Dynasty to 1911, and 2) The Republic. The first section presents an overview of significant events and influential leaders, noting such topics as: the Manchu influence, Chinese cultural traditions, geographic factors, Western influence, religion, foreign relations (especially with Britain, the United States, Japan), nationalism, and reform movements. The second section is devoted to the development of the People's Republic of China and highlights the roles of such major political leaders as Sun Yat-sen, Chiang K'ai'shek, Yuan Shih k'ai, Mao Tse'-tung, and Chou En'lai. Listed are the objectives to be developed through methods of lecture, student discussion, projects, and integrated cultural activities. Curriculum materials, including five main textbooks, supplemental books, films, filmstrips, overhead transparencies, and recordings are given. SO 001 201 describes a related course in Imperial Chinese History. (Author/JSB)

ED 051 018 SO 001 201
Husum, Carol
Syllabus for Use in Imperial Chinese History.
Toledo Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—26p.; A project of the Chinese Russian Study Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Asian History, *Chinese Culture, Cross Cultural Studies, *Curriculum Guides, Fine Arts, Geography, History Instruction, Humanities, *Imperialism, Interdisciplinary Approach, Non Western Civilization, Philosophy, Secondary Grades, Social Studies Units, Social Systems, *World History
Identifiers—Asian Studies, *Chinese History, Chinese Literature, Dynasties, ESEA Title 3
This syllabus is for a one semester course in the history of Imperial China, a study of the development of the world's oldest civilization still in existence. Emphasis is placed upon the cultural as well as the political and economic development of China until 1644. Major topics in the course outline are: 1) The Origins and Geography of China; 2) The Legendary Hsia and the First Historic Dynasty, The Shang; 3) The Chou-Period of the Spring and Autumn and the Period of the Warring States; 4) The Sages and Philosophies of China; 5) The Ch'in and the Foundation of the Empire; 6) The Han--Age of Imperialism; 7) The Period of Disunion; 8) The Sui and T'ang Dynasties--Reunited China; 9) Golden Age of Chinese Culture; 10) The Late Imperial Age--Disunion and the Sung Monarchy; 11) Nomad Invaders--The Mongols; and, 12) The Return of a Chinese House--The Ming. Historical events and rulers are discussed in each of these chronological periods as well as cultural developments in literature, philosophy, fine arts, and social classes. The basic objectives and teaching methodology of the course are stated; a list of curriculum materials is also given. Textbooks include: CHINA by H. Kublin; CHINA: SELECTED READINGS by H. Kublin; A SHORT HISTORY OF THE CHINESE PEOPLE by L. C. Goodrich; and RISE AND SPLENDOUR OF THE CHINESE EMPIRE by R. Groussett. SO 001 200 describes a related course in Modern Chinese History. (Author/JSB)

ED 051 019 SO 001 214
Miller, Louise A.
The Constitution of the United States (Adapted). For Use in EMR Classes.
Saint Louis Public Schools, Mo.
Pub Date 70
Note—48p.
Available from—Saint Louis Public Schools, 911 Locust Street, Saint Louis, Missouri
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*American Government (Course), *Citizenship, Civics, *Constitutional History, Curriculum Guides, Democracy, Democratic Values, *Educable Mentally Handicapped, Instructional Materials, Political Science, Secondary Grades, *Social Studies Units, United States History
Identifiers—*Values Education
This special instructional handbook presents a unit of study on the United States Constitution for educable mentally retarded students at the secondary level. The adapted material explains the structure of the national government, and is designed to promote citizenship and patriotic values. Preliminary information includes a glossary of new words, an historical summary on the writing of the constitution, and an explanation of how the constitution is put together. An interpretation of the Preamble is given and each of the seven Articles is explained. The main emphasis is on the workings of the branches of government. Rewritten information focuses on the first three Articles: 1) Legislative Branch: Congressional membership and procedures; 2) Executive Branch: Activities of the President, Vice-President, Cabinet members, federal departments; and, 3) Judicial Branch: judges, Supreme Court system, other federal courts. Also included is a section on amendment procedures. Each of the 25 constitutional amendments is presented in rewritten form with additional explanation. The appendix explains a dictionary and its use and lists important new and review words for each unit. (Author/JSB)

ED 051 020 SO 001 236
Zinkievich, Noel Beard, David
Twentieth Century United States History. Grades 11 and 12.
Framingham Public Schools, Mass.
Pub Date 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizenship, Critical Thinking, *Current Events, *Curriculum Guides, Democracy, Grade 11, Grade 12, History Instruction, Interdisciplinary Approach, Modern History, Political Science, Resource Guides, Secondary Grades, Social Change, *Social Studies Units, Team Teaching, *Thematic Approach, *United States History, World Problems
Identifiers—*Peace
This course outline for grades 11 and 12 presents a topical approach to history instruction with emphasis on the post-World War II era. A statement of general objectives is given and these 22 relevant topics are suggested for study: 1) Radicalism in America, 2) Antiwar Movements, 3) Civil Liberties, 4) Politics of Religion, 5) Black Nationalism, 6) Race Relations, 7) Labor Movement, 8) Politics-Elections and Issues, 9) Changing Economic Patterns, 10) Viet Nam, 11) Minority Groups in America, 12) Cold War Politics, 13) Institutional Changes in American Society, 14) Foreign Policy, 15) United Nations, 16) Problems of Control an Institutionalized Society, 17) Consumer Protection, 18) Identity in America, 19) Manners and Morals, 20) Philosophical Trends, 21) Political Ideologies, 22) Urban Problems. A brief explanation of the concepts and understandings related to each topic is given and significant areas for emphasis are noted. Bibliographies are included by topic and some audiovisual aids listed. A HISTORY OF THE UNITED STATES SINCE 1945 by O. Barck, Jr. and OUR RECENT PAST by W. Bonner are two basic texts. Some further recommendations of the writing committee are that: 1) team-teaching techniques be utilized; 2) the course be evaluated after the first year of instruction; and, 3) TV tapes be edited and a brochure of tapes be made available as a resource for teachers. (Author/JSB)

ED 051 021 SO 001 249
Sobul, DeAnne
The Bill of Rights: A Handbook.
Constitutional Rights Foundation, Los Angeles, Calif.
Pub Date 69
Note—272p.
Available from—Benziger Brothers, Inc., 866 Third Avenue, New York, New York 10022 ($4.00)
Document Not Available from EDRS.
Descriptors—American Government (Course), Case Studies (Education), Citizenship, *Civics, *Civil Liberties, Constitutional History, Democratic Values, Educational Needs, Learning Activities, Political Attitudes, Political Issues, Political Science, *Political Socialization, Resource Guides, Secondary Grades, *Social Studies Units, Teacher Education, Teaching Guides, *United States History
Identifiers—*Bill of Rights
The purpose of this companion to SO 001 250 is to provide teachers with specific information for improving instruction concerned with individual freedom and responsibility. The need for improvement has been established by studies indicating little or no change in the political orientation of high school students from the formal civics curriculum, resulting in high school graduates with a low level of appreciation and commitment to the American Bill of Rights. Three essays in Part One set the problem. Part Two offers solutions through teacher education and the use of case studies in instruction; also included is an outline of California's program. Part Three offers specific learning experiences, e.g., social studies units and lessons, in a variety of social studies classrooms, from world history to student government. Part Four includes various aids for the teacher: a bibliography of selected teacher and student readings, audio-visual aids, a table of cases, and the expanded Bill of Rights. (Author/DJB)

ED 051 022 SO 001 250
Cohen, William And Others
The Bill of Rights: A Source Book.
Constitutional Rights Foundation, Los Angeles, Calif.
Pub Date 70
Note—379p.; Revision of California State Department of Education, The Bill of Rights: A Source Book for Teachers
Available from—Benziger Brothers, Inc., 866 Third Avenue, New York, New York 10022 ($4.00)
Document Not Available from EDRS.
Descriptors—Citizenship, *Civil Liberties, *Constitutional History, Court Cases, Court Litigation, Democratic Values, Federal Government, Legal Problems, Political Attitudes, Political Issues, Political Science, Resource Guides, *Resource Materials, *Social Studies, *United States History
Identifiers—*Bill of Rights, California Bill of Rights Project
This volume contains source materials relating to the historical development of Constitutional rights and issues, and the current problems created by the application of the guarantees embodied in most of the important Constitutional provisions. Essentially a revision of the original California publication, its purpose is to "accommodate many of the problems encountered through teacher-use of that publication." The parts and sections are: 1) Judicial Review, the Fourteenth Amendment, and Federalism; 2) Equal Protection of the Laws; 3) Criminal Due Process; 4) Freedom of Expression; and, 5) Freedom of Religion. Four appendices are: 1) The Expanded Bill of Rights; 2) Selected References; 3) Table of Cases; and, 4) a 22 page subject index. The companion volume, SO 001 249, suggests various teaching strategies for implementing this source material. (Author/DJB)

ED 051 023 SO 001 252
Robb, Herbert E. Sobel, Raymond
From Left to Right: Readings on the Socio-Political Spectrum. Volume 1 and Teachers Manual.

Pub Date 69
Note—279p.
Available from—Benziger Brothers, Inc., 866 Third Avenue, New York, New York 10022 ($2.80)
Document Not Available from EDRS.
Descriptors—Black Power, *Citizenship, Citizenship Responsibility, Civil Liberties, *Critical Thinking, Democratic Values, Discussion (Teaching Technique), Education, Foreign Policy, Freedom of Speech, *Political Issues, *Reading Materials, Secondary Grades, *Social Problems, Social Studies, Sociodrama, State Church Separation, Teacher Strikes, Teaching Guides
Identifiers—*Controversial Issues, Vietnam, Youth Culture
The authors believe that in order to fully develop as an individual and an effective member of a democratic society, one must be able to intelligently evaluate a wide range of conflicting and controversial viewpoints. And it is on this crucial point that our educational system has, no doubt unintentionally, failed a large number of citizens. This book, then, is an attempt: 1) to motivate and involve students in critically examining important social issues; 2) to provide a channel for "extremist" views which are often inadequately treated in the mass media; and, 3) to reinforce the freedom of speech that is vital to a democracy. For each major socio-political issue, there is brief background material, followed by articles reflecting four points of view: Liberal, Conservative, Left, and Right. These views are not identified as such, so that the process of identification can be a valuable part of the learning experience. At the conclusion of each issue, there are thought questions for stimulating class discussions, and a bibliography for further reading. Among the issues covered in this first volume are: black power, education, U.S. foreign policy, civil liberties, American youth, and Vietnam. The accompanying Teacher's Manual provides suggested teaching methods for each issue. Among them are: panel discussions, field trips, guest speakers, socio-drama, role-playing, and simulation. (See SO 001 253 for Volume 2.) (JLB)

ED 051 024 SO 001 253
Robb, Herbert E. Sobel, Raymond
From Left to Right: Readings on the Socio-Political Spectrum. Volume 2 and Teachers Manual.
Pub Date 69
Note—333p.
Available from—Benziger Brothers, Inc., 866 Third Avenue, New York, New York 10022 ($2.80)
Document Not Available from EDRS.
Descriptors—American Culture, *Citizenship, Citizenship Responsibility, *Critical Thinking, Democratic Values, Discussion (Teaching Technique), Economic Disadvantagement, Foreign Relations, Freedom of Speech, *Political Issues, *Reading Materials, Secondary Grades, *Social Problems, Social Studies, Social Values, Sociodrama, Teaching Guides
Identifiers—*Controversial Issues, Selective Service, Youth Culture
The basic arrangement and purpose of this second volume and accompanying teachers manual are identical to Volume 1, SO 001 252. Presented here are seven additional issues for readers to consider: 1) the American way of life; 2) values in American society; 3) hippies; 4) religion, society, and the individual; 5) Chinese American relations; 6) the draft; and, 7) poverty. (JLB)

ED 051 025 SO 001 258
Hopkins, Lee Bennett Arenstein, Misha
Partners in Learning: A Child-Centered Approach to Teaching the Social Studies.
Pub Date 71
Note—237p.
Available from—Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036 ($2.95)
Document Not Available from EDRS.
Descriptors—Art, *Audiovisual Instruction, Childrens Books, Community Resources, *Current Events, Geographic Concepts, Grouping (Instructional Purposes), Humanities, *Inquiry Training, Instructional Media, Mass Media, Resource Guides, *Social Studies, *Student Centered Curriculum, Teaching Guides, Teaching Techniques
The underlying objective of this book is to review past and present curriculum patterns to emphasize the changes being carried out today so that preservice, beginning, and experienced teachers may glean some new ideas about involving the child in the process of learning. All of the social disciplines help explain the complex process of man's development and his rise from the primitive to space society. The mass of materials and practices offered to teachers in the field of social studies have been carefully evaluated. The ideas offered here, as well as the media and materials suggested, have all been tried out in classrooms in a variety of situations from inner cities to suburban and rural school systems. All the -ists Sound Interesting: Grouping the Children for Inquiry is the first of six chapters. Look, Listen, Take, and Make: The Media Book goes into audiovisual material, simulation games, field trips, and community resources. Something's Always Going On: Current Events and Special Events discusses the use of the news media, periodicals, television and radio. The last three chapters are: All Crowded Up: Abstract Devices-Maps, Globes, and Time Relationships; People, Places, and Poetry: Children's Literature in the Social Studies; and, Did the Indians Sing? Arts and Humanities in the Social Studies. (Author/SBE)

ED 051 026 SO 001 270
Kuvlesky, William P.
Modes of Sociological Behavior: The Emerging Pattern.
Pub Date 13 Mar 71
Note—11p.; Paper presented at the Annual Convention, Texas Academy of Science, Nacogdoches, Texas, March 13, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Models, *Research Methodology, Research Problems, *Social Sciences, *Sociology
Identifiers—Social Science Research, *Sociological Studies
The purpose of this presentation is to describe the current methodological emphases in Sociology and to speculate on emerging patterns that will form the nature of Sociology in the future. This is done systematically through an analytical framework outlined in Diagram 1. In addition, he examines the problems and potentials for interdisciplinary efforts involving other related disciplines. It is observed that a state of methodological pluralism continues to persist today characterized by a number of overlapping special methodologies that can be subsumed under two more general orientations: empirical emphasis and the rational emphasis in Diagram 2; the former still predominates but is giving ground to the latter. In an "Outline of Observation" he abstracts and generalizes the current predominant emphases and describes the major emerging patterns of change. He predicts that pluralism will persist and become desirable. A selected list of relatively current materials relevant to this subject is provided. (Author/SBE)

ED 051 027 SO 001 275
Communities Around the World. Soviet Communities: Urban and Rural. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—182p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Communism, Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, *Economic Education, Elementary Grades, Government (Administrative Body), Grade 4, Human Geography, Industrialization, Political Socialization, Resource Guides, Rural Economics, *Social Studies Units, Social Systems, Socioeconomic Influences, Urban Environment, Urban Studies
Identifiers—Marxism, Russian History, *Soviet Union, Values Education
This social studies resource guide for grade 4 outlines one of four units on the theme Communities Around the World with emphasis on a comparative analysis of economic systems. Specific objectives for this unit on the Soviet Union are described in these areas: 1) economic, geographic, and sociological concepts; 2) understandings and generalizations; 3) skills; and, 4) attitudes. 59 learning activities are outlined in a format designed to help teachers see the relationships among objectives, content, teaching strategies, and materials of instruction. A list of educational media is also included. Pupil materials prepared for this unit are appended and include: maps, map worksheets, information summaries, graphs, study questions, and original stories on family and community life. A teachers guide for the total grade 4 course of study is SO 001 282. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 028 SO 001 279
Communities Around the World. Parisian Community. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—112p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Demography, Community Resources, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Grade 3, Human Geography, Interdisciplinary Approach, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture, Urban Environment, *Urban Studies
Identifiers—*France, Paris
This recourse guide is one of a series of units on the theme Communities Around the World for grade 3. Background material on Paris, France is given for the teacher describing urban characteristics, French culture, and the physical site of the city. Objectives and goals related to concepts, generalizations, skills, and attitudes to be developed are defined. 13 initiatory activities, 50 developmental activities, and 4 culminating strategies are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Educational media are listed and pupil materials prepared for this cultural study (maps, diorama projects, and holiday information) are included in the appendices. Other documents in these elementary curriculum guide series are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 029 SO 001 280
Communities Around the World. Early California Mining Camp. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—86p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Community Study, *Curriculum Guides, Elementary Grades, Geology, Government (Administrative Body), Government Role, Grade 3, Human Geography, Interdisciplinary Approach, Natural Resources, Resource Guides, Site Analysis, Social Change, *Social Studies Units, Social Systems, Socioeconomic Influences, *United States History
Identifiers—*California Gold Rush, Mining, Values Education, Western United States
This resource guide, revised in 1968, outlines one of a series of units prepared for grade 3 on the theme Communities Around the World. Background information on the California Gold Mining Camp is given for the teacher describing the physical site, historical period, community structure, social characteristics, and governmental role. General objectives of the study are outlined; concepts, generalizations, skills, and attitudes to be developed are defined. Course content is presented in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. An interdisciplinary approach is incorporated into the 49 teaching strategies. Educational media related to this unit are listed and some pupil materials prepared for this study are appended. Other documents in this series of elementary curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 030 SO 001 281
Communities Around the World. Manus Community of the South Pacific. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—189p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Area Studies, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Elementary Grades, Ethnic Studies, Family Role, Grade 3, *Human Geography, Map Skills, Non Western Civilization, Oceanology, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns
Identifiers—Manus Island, *South Pacific, Values Education
This is a resource guide for one of a series of units prepared for grade 3 on the theme Communities Around the World. Objectives of this study of a South Pacific island community are explained relating to concepts of: 1) culture, 2) social organization, 3) social processes, 4) language and communication, 5) diveristy, 6) location, 7) interrelatedness, and 8) cultural use of the environment. Also listed are the generalizations, skills, and attitudes to be developed. 91 teaching strategies for classroom activities are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Resource materials are listed with each activity and a general list of educational media is also included. Emphasized in the unit are geographic concepts related to an island community and sea life as well as map skills. Many pupil materials prepared for this study are included in the appendices such as: outline maps, information summaries, project report forms, study sheets, and original stories of child, family and community life. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 031 SO 001 282
Communities Around the World. Their Economic Systems. Teacher's Guide to Grade 4.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—55p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, *Economic Education, Elementary Grades, Grade 4, Human Geography, Political Socialization, *Social Studies Units, Social Systems, Sociocultural Patterns, Teaching Guides, Values
Identifiers—Values Education
This general guide to a grade 4 social studies course outlines goals, content, and teaching methods on the theme Communities Around the World, with an economic emphasis. Different communities are used as vehicles to teach about contrasting economic systems and the relationship between the economic system and the rest of culture. Four major units of study are: 1) Our Own Community--An Economic Emphasis; 2) A Soviet Community--Urban and Rural; 3) The Trobriand Islanders; and, 4) A Village in India. Objectives for this level of instruction are outlined and the handbook also advises teachers on the use of the individual resource guides to accompany each unit. Charts appended indicate more specifically the way in which the stated goals are developed, covering these areas: 1) sequential development of economic, anthropological and sociological, political and geographic concepts; 2) sequential development of generalizations; 3) sequential development of skills; and, 4) sequential development of attitudes. The resource guide for the unit A Soviet Community--Urban and Rural is document SO 001 275; other related guides in this social studies sequence are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 032 SO 001 283
Families Around the World. Two Year Sequence in Grades 1 and 2. Teacher's Guide.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—69p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Objectives, Community Study, *Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Elementary Grades, Ethnic Studies, *Family (Sociological Unit), Family Role, Grade 1, Grade 2, Human Geography, Human Relations Units, *Social Studies Units, Social Systems, Social Values, Sociocultural Patterns, Teaching Guides
Identifiers—*Values Education
This general guide for teachers explains the structure, content, rationale and objectives of a social studies sequence for grades 1 and 2. Selected cultures on the theme Families Around the World point up cultural diversity, help children recognize uniqueness of culture, show that culture is learned, teach children about norms and values, and emphasize cultural universals and the psychic unity of mankind. A comparative study approach is used and the different site locations provide content for teaching physical geography concepts, as well as map and globe skills. The units for grade 1 are: 1) Hopi Family, 2) Algonquin Family, 3) Quechua Family of Peru, 4) Japanese Family. Grade 2 units include: 1) Colonial Family of Boston, 2) Soviet Family in Moscow, 3) Hausa Family in Northern Nigeria, 4) Kibbutz Family of Israel. The sequence is designed to introduce pupils to the idea of cultural change. Also included in this handbook is information for teachers on the use of the individual resource guides for each unit and ways of adapting units for specific needs. Appended are charts which show the sequential development of objectives covering: generalizations, concepts, skills, and, attitudes. The resource guide for the unit The Kibbutz Family of Israel is described in SO 001 287; related documents in this curriculum series are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 033 SO 001 287
Families Around the World. The Kibbutz Family of Israel. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—122p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Citizenship, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Elementary Grades, Ethnic Studies, *Family (Sociological Unit), Family Role, Grade 2, Human Geography, Human Relations Units, Jews, Planned Community, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns
Identifiers—*Israel, Jewish Culture, Kibbutz, Values Education
This unit resource guide is one of a series prepared for grade 2 on the theme Families Around the World. For this study of the Israeli Kibbutz background material is presented for teacher describing: 1) site, 2) social structure including major values and family structure, 3) the functions of the family, and 4) the Kibbutz as a family. Objectives for this cultural study are defined, noting concepts and objectives as well as attitudes and skills to be developed. Teaching strategies are described for 2 initiatory and 57 developmental activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials prepared for this unit, such as map exercises, information summaries, study questions, language games, and some original stories for socio-drama and role playing. A related guide, SO 001 283, outlines the entire unit sequence for grade 1 and 2. Other documents in this curriculum series are SO 001 275 through SO 001 287. (Author/JSB)

ED 051 034 SO 001 291
Jones, W. Ron And Others
Finding Community: A Guide to Community Research and Action.
Pub Date 71
Note—224p.
Available from—James E. Freel and Associates, 577 College Avenue, Palo Alto, California 94306 ($3.45)
Document Not Available from EDRS.
Descriptors—*Community Action, *Community Involvement, *Community Study, Consumer Economics, Credit (Finance), Economic Disadvantagement, Educational Methods, Elementary Grades, Environmental Education, Food Stores, Higher Education, Housing, Medical Services, Military Service, Police, Resource Materials, Secondary Education, *Social Problems, *Social Studies, Welfare Services
Identifiers—Advertising, Corporatism, Militarism, Military Industrial Complex, Social Control
For those concerned with contemporary social problems, whether as students, members of community groups, or individual citizens, this book attempts not only to describe the issues, but also to offer some starting points for local research and action. As an educational tool, it is based on the belief that a good way to learn about a community is to get involved with it. It can be used in some form at every educational level. Each of the eleven chapters has four parts: 1) Indictment to briefly describe the problem; 2) Readings to serve as evidence drawn from different sources; 3) Community Research and Action; and, 4) Alternatives to show efforts of people to create new institutions to answer the problems raised by the old. The core material lies in the research and action sections; the research questions can be used to decide whether the conditions described in the indictments and readings exist in your community. For example, one of the activities included in the chapter on food costs and quality consists of a "Food Market Survey". A chart is provided on which one can compare prices on individual items in low- and middle-income markets, and food co-ops. Some of the other issues covered are: selling practices and credit abuse, experiencing the welfare system, condition of American housing, the police, the draft, and the environment. (Author/JLB)

ED 051 035 SO 001 293
Caliguri, Joseph P.
Suburban Interracial Education Projects. A Resource Booklet.
Missouri Univ., Kansas City.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, Behavioral Objectives, Classroom Environment, Ethnic Studies, *Human Relations Programs, Inservice Teacher Education, Integration Methods, *Intergroup Education, Negroes, *Projects, *Race Relations, Racial Attitudes, Racial Integration, School Community Relationship, *School Integration, Self Concept, Student Problems, Suburban Schools, Teaching Guides
Identifiers—Higher Education Act of 1965 Title 1, Kansas City, Missouri, Values Education
This resource booklet is directed toward communities and school districts interested in preparing or orienting school populations for intergroup relations with minority groups. The 22 projects described grew out of a course on Intergroup Relations with 300 participating teachers from the greater Kansas City metropolitan area. Seven projects focus on preparing for the problem of multi-racial classrooms, discussing such topics as student and faculty attitudes, prejudices, surveys of population, inservice programs, and teaching methods for improving intergroup relations. A second group of projects is designed to assist the suburban teacher in dealing with the problems of the multi-racial classroom and also help the suburban student learn about and understand differing minority group students. These include resource units on human relations, self-concept, and racial understanding. Finally, 4 projects are provided which will assist the teacher in working with other classroom problems (the underachiever, the discipline problem, and the social isolate.) Each project is outlined in the following format: 1) Subject, 2) Background, 3) Objective, 4) Procedure, 5) Limitations, and, 6)

Conclusions, Evaluations, or Recommendations. Some of the projects also list sample sources materials for units, survey questions, test questions, or other project activities. An annotated bibliography of sources on Intergroup Education is appended. (Author/JSB)

ED 051 036 SO 001 294
Feldman, David H. Salomon, Gavriel
A Map Drawing and Map Reading Exercise.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Pub Date 70
Note—32p.
Available from—David Feldman, Department of Psychology, Yale University, New Haven, Connecticut 06510 (Free)
Document Not Available from EDRS.
Descriptors—*Abstraction Levels, *Abstract Reasoning, Cognitive Development, *Cognitive Tests, Deductive Methods, Educational Research, Elementary Grades, Evaluation Methods, Geographic Concepts, *Geography, Learning Plateaus, Logical Thinking, Maps, *Map Skills, Physical Geography, Research Methodology, Thought Processes
Identifiers—*Piaget, Topographic Maps

This educational research project is designed to assess an elementary student's quality of reasoning in relation to map skills and to determine spatial concept abilities. 21 activities are designed to test sense of proportion, scale, dimension, accurate relationship, and abstract thinking. The related topographical map, a Map-Study Scoring Key, and a Score Sheet are also included. Category descriptions for raters follow the map drawing categories of Piaget and Inhelder. An analysis of student reactions and responses from this particular study are evaluated according to this scale. (Author/JSB)

ED 051 037 SO 001 297
A Summary of the Activities of the Commission on College Geography Association of American Geographers.
Arizona State Univ., Tempe. Commission on Coll. Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Apr 71
Note—5p.
Available from—Commission on College Geography, Geography Department, Arizona State University, Tempe, Arizona 85281
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, *Educational Development, Educational Objectives, Educational Research, Environmental Education, *Geography, Geography Instruction, *Higher Education, Inservice Programs, Interdisciplinary Approach, *Professional Associations, *Social Sciences, Undergraduate Study
Identifiers—Association of American Geographers, *Commission on College Geography

The major purpose of the Commission and its panels is to work to improve geographic programs at the college level; it is supported by the National Science Foundation. Specific objectives are: 1) to develop approaches to integrate geographic programs within the broader higher education context including interdisciplinary design; 2) develop and publish pertinent materials; 3) advise individuals and institutions in strengthening geography curricula; 4) investigate ways to increase effectiveness of undergraduate programs; and, 5) develop new schemes to improve geography courses and programs. The following Commission panels are active: 1) Resource and Technical Papers; 2) Computer Assisted Learning; 3) Physical Geography; 4) Environmental Education; 5) Two-Year Colleges; 6) Development of Consulting Services; 7) Teacher Education; 8) Evaluation of the Commission's Activities. Listed in the bulletin are documents developed and published by the Commission: 10 titles in a regular series, 8 resource papers, and 4 technical papers. Topics of intended publications are announced, as well as plans for institutes, workshops, and conferences. Other Commission activities are summarized, and officers and members are listed. Single copies of all publications are distributed to members; prices and purchase procedure for bulk quantities are available on request. (Author/JSB)

ED 051 038 SO 001 305
Symmes, S. Stowell
Developmental Economic Education Program Handbook for Curriculum Change/Guidelines.
Joint Council on Economic Education, New York, N.Y.
Pub Date 69
Note—39p.
Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.00)
Document Not Available from EDRS.
Descriptors—Administrator Guides, Articulation (Program), *Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Economic Education, Educational Change, Inservice Teacher Education, *Models, Program Development, Program Evaluation, *Program Guides, *Systems Analysis
Identifiers—Cooperating Schools Program, DEEP, *Developmental Economic Education Program

This pamphlet blueprints a step-by-step process of curriculum change, while it is not a pendantic discussion of the process. It also reflects a philosophy of change. It is meant to do two things: 1) to specify the kinds of decisions that must be made to achieve meaningful change; and, 2) to provide acceptable tools to carry out the tasks. Section one is a six-chapter guide to the Cooperating Schools Program within the Developmental Economic Education Program (DEEP). Chapter 1 presents a brief history of DEEP and suggests a systems approach to curriculum change. Chapter 2 contains a framework for writing a detailed plan of action, and develops the critical tasks which must be accomplished prior to actually mobilizing resources. Chapters 3 through 6 include ideas on how to develop effective committees, communication, inservice programs, materials development, and evaluation. Sources for obtaining resources needed for implementation are also suggested. Section two, under separate cover, contains six loose-leaf appendices each serving to supply resources for each chapter. Included there are: sample forms, selected readings, lists of organizations, selected curriculum bulletins, annotated bibliographies, sample teacher training programs, sample tests, and other information for programing change. Useful new material will be added to the handbook as it becomes available. (Author/SBE)

ED 051 039 SO 001 306
Lewis, Wilfred
Economic Stabilization Policies. Economic Topic Series.
Joint Council on Economic Education, New York, N.Y.
Pub Date 70
Note—23p.
Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($1.25)
Document Not Available from EDRS.
Descriptors—Concept Teaching, Economic Climate, *Economic Education, Economic Factors, *Economics, *Federal Government, Financial Policy, *Fiscal Capacity, Higher Education, Learning Activities, *Public Policy, Resource Materials, Social Studies Units, Teaching Guides, Teaching Techniques
Identifiers—*Economic Stabilization, Federal Reserve System, Fiscal Policy, Monetary Policy

This pamphlet was derived from a discussion paper prepared for a Joint Council conference. It was specifically revised for this series to bring an important subject to the attention of students and concerned citizens. Part One defines the problem of economic stabilization and explains the fiscal and monetary measures used to help control the traditional ups and downs in the economy. Also included here is the current and more complex problems of creeping inflation. Part Two reviews the successes and failures of policies since World War II, and explains why institutional changes and built-in automatic safeguards make a 1929-sized crash unlikely. Part Three outlines a number of future stabilization issues confronting policy-making authorities when the Vietnam War ends. The teaching section by D. Bruce Johnstone provides illustrations of learning activities which teachers will find helpful as they translate the economics of stability into meaningful student experiences. A bibliography at the end of Part Three will give the reader additional resources. (Author/SBE)

ED 051 040 SO 001 307
Wolozin, Harold
The Economics of Pollution. Economic Topic Series.
Joint Council on Economic Education, New York, N.Y.
Pub Date 69
Note—23p.
Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($1.00)
Document Not Available from EDRS.
Descriptors—Air Pollution Control, Community Resources, *Economic Education, *Economic Progress, *Economics, *Environmental Education, Higher Education, Inquiry Training, Instructional Films, *Pollution, Problem Solving, Resource Materials, Social Studies Units, Teaching Guides, Teaching Techniques

One of the major reasons for the present concern for the pollution of the environment lies in the doubts about whether economic growth is possible without proportionate increases in the pollution of our air, land, and water. In response, Professor Wolozin devotes Part One of this trilogy to examining the economic relationships that help to explain why pollution is a special problem of production and consumption. Part Two surveys the difficulties of measuring and assigning costs: who is responsible for the contamination of the environment? Part Three analyzes measures to combat pollution. Accompanying each article are teaching suggestions by Patrica R. Reilly of John Dewey High School, New York City. She sets down instructional objectives, ideas for motivating students, strategies for analysis of pertinent questions, and the use of models, tabular, and graphic materials for clarifying issues. Suggested readings and instructional materials including 16 mm films are also listed. (Author/SBE)

ED 051 041 24 SO 001 313
Gibson, John S. Kenosian, Elisabeth M.
Development of Curriculum in American Civilization for the General Student: Case Study Approach. Final Report.
Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-A-061
Pub Date Sep 69
Grant—OEG-1-9-180061-0107-010
Note—358p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Activism, *American Culture, *Case Studies (Education), Civil Disobedience, Conflict, Conflict Resolution, Curriculum Guides, History Instruction, Industrialization, Instructional Materials, Secondary Grades, *Social Problems, *Social Studies Units, Social Values, Teaching Guides, *United States History
Identifiers—American Problems (Course), Dissent, Idealism, *Values Education

Case studies in each of the parts deal with specific problems in the mainstream of United States history and are designed to help the general level student relate the case study and the theme of the past to similar problems today. Each theme deals with the resolution of conflict in historical ideologies. 1) Studies on intolerance in American life include narratives on the Salem witchcraft trials of 1692, the Palmer raids of 1919, and a narrative on the McCarthy hearings. 2) Studies on protest and dissent in American life include narratives on Shay's rebellion, New York Civil War draft riots, the Haymarket riot, the Chicago Pullman Boycott, and the Schempp case involving the 1963 prayer ban issues. 3) Studies on idealism in American life include: the utopian response to materialism, the humanitarian response to idealism, and a world response to idealism. The selection provides contrast and comparison developed in the juxtaposition of 19th and 20th century idealisms. 4) Technology and the culture of machine living includes narratives on automation, essays on transportation and communication, and science fiction stories presenting the role of the machine today and exploring that role within future life styles. A teacher's guide accompanies each theme. (Author/VLW)

ED 051 042 SO 001 316
Muramatsu, Minoru
Country Profiles. Japan.
Population Council, New York, N.Y.

Pub Date Mar 71
Note—11p.; Occasional Paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, *Economic Factors, *Family Planning, Historical Reviews, Population Distribution, *Population Growth, *Population Trends, *Social Factors, Socioeconomic Influences
Identifiers—*Japan, Population Policies
This occasional paper on Japan is one of a series setting forth the nature, scope, and accomplishments of population activities in specified countries. Here, an overview is given of population characteristics and growth patterns, the relationship of population growth to socioeconomic development, and the history of population concerns and policies. Private and governmental efforts to encourage family planning are described. It is shown that population growth has been a subject of concern since the beginning of the century, with this early interest focused primarily on the relationship of population size to food supply. Declines in both birth and death rates began in the 1920's. Though fertility practices have been under voluntary control, they have been influenced by certain notable governmental actions. With the birth rate continually decreasing, there is concern in some sectors that there will be a shortage in the labor force if present fertility patterns continue. The present rate of natural increase in Japan is 1% per year, and is expected to decline further. (JLB)

ED 051 043 SO 001 318
Worth, George And Others
Studies in Family Planning. Volume 2, Number 3.
Population Council, New York, N.Y.
Pub Date Mar 71
Note—23p.
Available from—Population Council, 245 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—Annual Reports, *Contraception, *Demography, *Family Planning, National Programs, Newsletters, *Population Growth, *Population Trends
Identifiers—Hong Kong, Korea, Population Education, Taiwan
This year's annual review of family planning in Korea and Taiwan is represented in three articles. The first, "Korea/Taiwan 1970: Report on the National Family Planning Programs," separately views the program administration, budget, personnel, and evaluation, as well as the various methods employed in controlling the number of births, and fertility declines in Korea and Taiwan. A comparison of relevant information between the two countries and a bibliography conclude the essay. The second article, "Hong Kong: Oral Contraceptive Follow-Up Study," examines the effectiveness of oral contraception in contrast with the IUD method--a study considered necessary since there has been a marked increase in the popularity of oral contraception. The last article, "Korea: Estimating Current Fertility from the 1966 Census," presents a brief description of data, methods, and preliminary findings of this fertility estimation. The need for fertility estimates arises because Korea, unlike the majority of countries, does not have a complete and reliable vital registration system. (ED 045 387 represents a previous issue of "Studies in Family Planning.") (JLB)

ED 051 044 SO 001 320
Notes from the National Committee. Volume 1, Number 3.
National Committee on United States-China Relations, New York, N.Y.
Pub Date 71
Note—8p.
Available from—National Committee on U.S.-China Relations, 777 United Nations Plaza, 9B, New York, New York 10017
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Asian History, Communism, Foreign Countries, *Foreign Policy, *Foreign Relations, Government Role, *International Education, Nationalism, National Organizations, *Newsletters, Non Western Civilization, *Political Issues, Political Science, Resource Materials, World Affairs
Identifiers—Asia, *China, Nationalist China, Peace, Peoples Republic of China, Southeast Asia, United Nations
The newsletter of this national organization presents commentary on the foreign policy relationship between the United States and China and cites relevant current information. In the summer, 1971 issue introductory comments on the Taiwan policy dilemma appear, as well as announcements of study programs, conferences or symposia, and field staff activities. A main section, China in the News, summarizes current news items based largely on New York Times, Washington Post, and Far Eastern Economic Review Sources. Proposals of Senators and private organizations for alternatives and change in United States policy toward China are outlined in the article "China Policy--Which Direction?". Topics covered in the various proposals include United Nations membership, the Taiwan question, as well as travel and trade policies. In addition, specific texts of U.N. Draft Resolutions are given. The newsletter provides an annotated bibliography on China Resources, citing book and magazine materials, forthcoming television programs, and interview tapes available from the Committee. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (Author/JSB)

ED 051 045 SO 001 322
Blanchard, B. Everard
Curriculum Articulation Between the College of Liberal Arts and the Secondary School. A National Survey. Second Interim Report.
De Paul Univ., Chicago, Ill. School of Education.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College School Cooperation, College Teachers, *Course Content, *Curriculum Evaluation, Curriculum Planning, *Curriculum Research, English Curriculum, Higher Education, Interinstitutional Cooperation, *Liberal Arts, Mathematics Curriculum, National Surveys, Research Methodology, Science Curriculum, Secondary Grades, Secondary School Teachers, Social Sciences, Teacher Attitudes
This study is concerned with the relative amount of overlap or duplication existing between the first two years of the liberal arts college and the last two years of secondary school in the areas of English, science, social studies, and mathematics. Financial problems and other valid areas for concern are also explored: 1) How valid may repetition be? 2) Who decides what content to repeat? 3) What is the purpose of duplication at college level? 4) Are instructors aware of curriculum content across levels? The general plan was twofold: 1) to enable 665 high school teachers of grades 11 and 12 to examine sample outlines of courses taught during the first two years of college; and, 2) to enable 400 college instructors to review high school level subjects in these four areas as taught in grades 11 and 12. In response, high school teachers felt that almost one-third of content of all four areas of the college curriculum seems to be nothing more than high school courses rearranged and offered under a new name. The data from the college instructors are somewhat similar relative to the subject matter, both groups ranking in this order: highest duplication in social science, followed by English, science, mathematics. A chi-square of evaluators some two months after they completed initial ratings reveals their judgments can be considered statistically significant. Tables and graphs are included, and various recommendations are made to promote better coordination and articulation. (Author/JSB)

ED 051 046 SO 001 324
Plagman, Ralph Pitner, Richard
Educational Reconstruction and Today's Social Studies.
Kennedy High School, Cedar Rapids, Iowa.
Pub Date Sep 69
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Change, Flexible Schedules, Independent Study, Individualized Curriculum, Inductive Methods, Interdisciplinary Approach, Nongraded Classes, *Relevance (Education), *Schedule Modules, Secondary Grades, Social Change, *Social Studies, *Student Centered Curriculum, Student Needs, Team Teaching, Thematic Approach, United States History, World Problems
Identifiers—Values Education
This paper investigates the nature of social change and the special needs of youth, and innovation in the teaching of social studies at the secondary level. Drawing on curriculum experiments begun in 1967, a new social studies program of non-graded instructional modules was inaugurated in 1969 concentrating in 3 areas: 1) United States Realities, 2) World Realities, 3) Governmental Realities. Format focuses upon change in two specific areas: relevancy and flexibility. First, characteristics of such a relevant social studies curriculum are that it: 1) considers crucial urgencies of our times; 2) is not an isolated look at events of the past; 3) is an educational strategy that asks the student to consider important questions, develop hypotheses, gather evidence, synthesize data, and draw conclusions. In addition maximum flexibility is necessary to: 1) maintain relevancy, 2) individualize learning, 3) employ effectively the individual educational team members, and 4) allocate space, content materials, and multi-media facilities efficiently. Under the Kennedy High School design the student is offered 31 six week modules for selected study with no required modules or sequence. Diagrams of the first year sequence and the 31 modules are included, as well as references used in preparing the paper. (Author/JSB)

ED 051 047 SO 001 325
Elements: Translating Theory into Practice. Volume 2, Number 7.
Alberta Univ., Edmonton. Dept. of Elementary Education.
Pub Date Mar 71
Note—6p.
Available from—Department of Elementary Education, University of Alberta, Edmonton 7, Alberta, Canada ($2.00; Single Issues, $.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Concept Teaching, *Curriculum Development, Educational Objectives, *Educational Trends, Elementary Grades, Learning Theories, *Newsletters, Secondary Grades, *Social Studies, *Teaching Methods
Identifiers—*Canada, Values Education
This monthly publication from Canada highlights a particular subject area of the curriculum in each issue. The March, 1971 newsletter is devoted to the social studies and contains the following articles: The Language of Social Studies, by Edna C. Wilson-Press; Some Questions About Values, by Joseph M. Kirman; Valuing in Elementary Social Studies: An Annotated Bibliography, by John L. Newton; A Simulation Game for Attitude Change, by Rex Vogel and Charles Chamberlin; and a final article on oral reading and speech communication by Jean P. McIntyre, So To Speak. A former issue, April, 1970, is also concerned with social studies in the curriculum. Articles included are: The Social Study: An Investigation of a Problem, by Edna C. Wilson; The Nature of Social Studies, by Hal Chalmers; Beyond Facts: Developing Broad Understanding in the Social Studies, by Charles R. Chamberlin; Social Studies Enters the Space Age, by J. M. Kirman; and Selected Annotated Bibliography for Social Studies Teachers, by Hal Chalmers, R. W. Vogel, and F. M. Wollum. Future issues of this newsletter are available only by subscription. (Author/JSB)

ED 051 048 SO 001 328
Social Science Research Council Newsletter.
Social Science Research Council, London (England).
Pub Date Mar 71
Note—28p.; Newsletter 11
Available from—Social Science Research Council, State House High Holborn, London WC1, England
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *National Organizations, *Newsletters, *Research, *Social Sciences
Identifiers—England, *Social Research, United Kingdom
The Social Science Research Council's (SSRC) purpose is to sponsor social science research programs and research projects and administer grants to institutions and individuals for research and post-graduate academic training. The tri-annual newsletter contents include: brief articles; announcements of research grants and scholarships made by SSRS and other institutions, both foreign and domestic; SSRC research reviews; reports of the several SSRC committees; and, notes on miscellaneous SSRC activities. Operating budget for 1971-72 is reported to be $9,120,000. Those interested in receiving the newsletter regu-

larly are advised to make inquiries to the Council. (DJB)

ED 051 049 SO 001 331
DuVall, Charles R.
A Study of the Measured Readability Level of Selected Intermediate Grade Social Studies Textbooks.
Indiana Univ., South Bend. School of Education.
Pub Date Jun 71
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Elementary Grades, Grade 4, Grade 5, Grade 6, *History Textbooks, *Readability, *Social Studies, *Textbook Evaluation, *Textbook Research
Identifiers—*Dale-Chall Readability Formula, Indiana
It was the purpose of this study to determine the readability level of all social studies textbooks authorized for purchase in the adoption made by the Textbook Commission of the Indiana State Board of Education on December 12, 1968 for five years beginning July 1, 1969. A thorough search of the literature and research did not reveal that their readability level had been determined. Consequently, twenty-three textbooks were analyzed utilizing the Dale-Chall formula for written materials. The curricular areas were: Indiana history in grade 4, United States and Canadian studies in Grade 5, and Latin American and Western American studies in grade 6. Chapter 3 described: 1) the methods of collecting the materials studies; 2) the treatment of the source materials; and, 3) the statistical analysis of the data presented in detail in chapter 4 and the appendix by grade level and by text. The summary findings and conclusion in chapter 5 were: 1) the text for grade 4 were above the intended readability level; 2) the texts for grade 5 and 6 appeared to be at or below the intended readability level; 3) no text examined appeared to be written with any idea of progressive difficulty in mind; however, 4) there was a wide range of level within each text. It was recommended that texts be carefully examined for readability level before adoption. (Author/SBE)

ED 051 050 SO 001 332
Booth, Dave And Others
Africa. A Resource Unit for Language Arts and Social Studies.
Hamilton City Board of Education (Ontario).
Pub Date Jan 71
Note—12p.
Available from—National Association for Core Curriculum, 404F Education Building, Kent State University, Kent, Ohio 44242
Document Not Available from EDRS.
Descriptors—Affective Objectives, *African American Studies, *African Culture, African History, Area Studies, Cross Cultural Studies, Elementary Grades, *Geography, Human Living, Inquiry Training, Interdisciplinary Approach, *Language Arts, Map Skills, Negro History, Resource Guides, *Social Studies Units
Identifiers—Canada, Canadian School Broadcasts
The theme of this unit of study for elementary grades is Africa: Past, Present, and Future. A sample outline is given suggesting topics to be explored as well as a list of introductory student activities. A problem solving approach is used and individual student research is encouraged. Some major historical events, important leaders, and significant concepts are briefly summarized. The objectives and understandings to be developed through this study are: 1) that customs and traditions are handed down from generation to generation in all societies; 2) that events have roots in the past; 3) human beings over the world are much more alike than different; 4) every society must develop its own system of values to achieve its goals; 5) cultural contributions are not the monopoly of any ethnic group; 6) increased appreciation of the cultural heritage of Africa; and, 7) a basic study of geography. A bibliography of unit materials includes: 1) printed resources, 2) audiovisual aids, 3) study questions to correlate with specific Canadian School Broadcast tapes, and 4) a student exercise sheet for literature sources in the school library. (Author/JSB)

ED 051 051 SO 001 333
Social Studies Today. Guidelines for Curriculum Improvement.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.
Pub Date 70
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Elementary Grades, Guidelines, Reference Materials, School Districts, Secondary Grades, *Social Studies, State Departments of Education
Identifiers—*New Social Studies, Pennsylvania
This publication presents guidelines and suggestions on objectives, content, teaching and learning techniques, and evaluation. It is intended to be a practical handbook for educators who feel their social studies program needs help, from a strengthening of weak spots to a wholesale revision. Curriculum reports made almost a half century ago by the American Historical Association and the National Education Association are briefly surveyed to illustrate the nature of curriculum change, and the impact today of the New Social Studies projects. Evidently, the prerequisites for change are: 1) involvement and commitment of support, both moral and financial, from the administration, the school board, and the community; and, 2) the interest and involvement of the teachers concerned. The seven step revision blueprint that follows is meant only to be suggestive of a plan a school district could use. Resources are listed throughout with additional reference materials listed in the appendix: 1) standards for quality programs; 2) social studies publications, curriculum requirements, and services of the Department of Education; 3) representative national curriculum projects; 4) a brief suggested bibliography for the teacher; 5) the New York State curriculum continuums; 6) suggested curriculum material evaluation criteria and references; and, 7) professional organizations. (Author/SBE)

ED 051 052 SO 001 334
Boulding, Elise
New Approaches to Learning: Alternative Education and Open Schools.
American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College School Cooperation, Community Resources, *Community Study, Curriculum Development, Differentiated Staffs, Educational Objectives, *Experimental Schools, Field Experience Programs, Human Relations Programs, Interdisciplinary Approach, *Learning Processes, Relevance (Education), *School Community Relationship, *School Organization, Staff Utilization, Teaching Methods
Identifiers—*Open Schools
This article focuses on open schools or schools without walls, those experiments within the public school system involving a reconceptualization of the role of the school in the educational process. A brief review of the free school movement (those experiments outside public schools) is also included. The stated goal of the open school is to help the child and adolescent move between classroom and community through a series of optimally stimulating settings with access to skills when he needs them, and providing learnings congruent with his own major life experiences. Characteristics of such open systems of learning are described, problems analyzed and two requirements for transforming the public schools given: 1) turning the school into a headquarters and the entire community into a complex of learning sites; and, 2) reorganization of learning across disciplinary lines. The first will involve a substantial redeployment of personnel and resources in public schools as well as a redefinition of the relationships between school and community, teachers and community persons, adults and children. In addition, scholars and university-based professionals can assist in the development of new curricula and educational materials for flexible and more humanized school systems. Useful references on this new school concept are given as well as an extensive bibliography of resources, periodicals, and books. (Author/JSB)

ED 051 053 SO 001 337
Shaver, James P.
The Teacher in a Multivalue Society.
Pub Date 25 Jun 70
Note—16p.; Paper prepared for a Symposium, National Catholic Educational Association, National Council for the Social Studies, Georgetown University, June 25, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Citizenship, Critical Thinking, Democratic Values, Elementary Grades, Ethical Values, Higher Education, Models, Personal Values, Political Attitudes, Political Socialization, Public Affairs Education, Secondary Grades, Social Attitudes, Socialization, *Social Problems, *Social Studies, *Teaching Models, *Values
Identifiers—*Controversial Issues, Values Education
Given the general recognition that what we do is influenced as much or more by our value commitments as by our factual knowledge, it is ironic that social studies, the area of the curriculum supposedly focused on citizenship education, has paid so little attention to values. There are many reasons for this, but one of them, the author believes, is the teachers' lack of a model for making values an integral part of instruction. This paper is both a theoretical and practical effort to answer this need. The author points out that since most important issues facing society are not factual questions but ethical ones, an adequate model for citizenship education must take into account that rational citizenship behavior includes justifying ethical decisions in terms of one's values. Because the school has little role in determining what these values are, its role becomes one of helping the student to develop a clearer conception of what his commitments are, and to relate these commitments to the basic social values and facts, personal preferences and basic social values, values and public issues, and gives attention to the more practical aspects of examining values in the classroom. Throughout, there is emphasis on the need for a clear rationale, and classroom behavior based on that rationale. (JLB)

ED 051 054 SO 001 342
Multicultural Education Guide for Grades 4, 5, and 8.
Millbrae School District, Calif.
Pub Date 4 May 70
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, African American Studies, American Indians, Chinese Americans, Civil Rights, Concept Teaching, Cultural Awareness, *Curriculum Guides, Elementary Grades, *Ethnic Studies, Grade 4, Grade 5, Grade 8, Human Relations Units, *Intergroup Education, Japanese Americans, Mexican Americans, Resource Guides, *Social Studies Units, *United States History
Identifiers—*Values Education
This resource guide, prepared by teachers, is designed to incorporate minority group studies into the district's social studies curriculum at levels 4, 5, and 8 as a start toward goals specified in the state law. Introductory material discusses the California Education Code requirements, local district policy, and the work of the curriculum development committee. The goal of this course is to offer children more complete information about five minority groups in the United States: Afro-Americans, American Indians, Chinese-Americans, Japanese-Americans, and Mexican-Americans, with an additional unit on Prejudice. Each unit is concept oriented; various topics to be explored are outlined with the appropriate grade level indicated. Objectives for the unit are given; materials of instruction and learning activities are described. Some teaching techniques used are: observation, field trip experiences, dramatizations and role playing, individual research, small and large group activities, educational games, critical thinking and comparative analysis. Resource materials are listed in the guide with student materials included for some units; in addition, a district bibliography, Materials Pertaining to Three Minority Groups: Negro-Americans, Mexican-Americans, and Oriental-Americans, is to be used. (Author/JSB)

ED 051 055 SO 001 346
Viederman, Stephen
Population Education in the United States: A Preliminary Report to the Commission on Population Growth and the American Future.
Population Council, New York, N.Y.
Pub Date 27 May 71
Note—18p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Course Content, Course Objectives, Curriculum Development, *Demography, *Educational Needs, *Environmental Education, Financial Needs
Identifiers—*Population Education
This report is primarily a statement of needs, which will hopefully be used as a basis for formulating a national policy that places a high priority on population education. It sets forth a definition of population education, its relationship to other parts of the curriculum, general content and objectives, and some observations on the present status and future directions of population education in the United States. Throughout, there is an emphasis on population education as a process of understanding population characteristics, processes, and changes, and the interaction of these phenomena with individual lives--as opposed to viewing it solely as the cause of environmental degredation. The report concludes with a memorandum to the Commission setting forth the specific efforts that increased funding might support. These include: research and development centers; materials development; teacher training programs; and, model programs. The appendix consists of a preliminary list of available instructional materials and childrens' books, as well as a list of institutions concerned with population education. The final report to the Commission will be completed in September 1971. (JLB)

ED 051 056 SO 001 347
Ford, Thomas R. DeJong, Gordon F.
Social Demography.
Pub Date 70
Note—698p.
Available from—Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.95)
Document Not Available from EDRS.
Descriptors—Books, *Demography, *Economic Factors, *Interaction Process Analysis, Interdisciplinary Approach, Population Trends, Resource Materials, *Social Factors, Social Structure, *Social Systems, Sociology, Systems Approach
Identifiers—*Social Demography
This book of readings focuses on two questions: how do demographic variables influence social systems; and how do social variables influence demographic systems? It is the intersection between these two systems that defines the field of social demography and the point of view of this book. Part 1 presents a new approach to relating social and demographic phenomena using a systems approach. Part 2 offers a series of theoretical articles concerned with the relationship between various social factors and demographic structure and process. Part 3 deals with the reciprocal relations between demographic factors and major institutional systems, such as the family, religion, government, health, education, welfare, and the economy. Part 4 relates demographic changes to changes in social aggregate systems, including racial and ethnic groups, and value and belief systems. Part 5 examines the demographic transition in relation to the social and economic development of societies. The book is not intended as a beginning text in population, and assumes some knowledge of both demography and sociology. Believing that significant demography is necessarily interdisciplinary, the authors have sought to clarify at least one area of interdisciplinary relationship. (Author/JLB)

ED 051 057 SO 001 355
Vermont Design for Education.
Vermont State Dept. of Education, Montpelier.
Pub Date 68
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Improvement, Educational Objectives, *Educational Philosophy, *Educational Strategies, Elementary Grades, Improvement Programs, Individual Development, *Individualized Programs, Learning Processes, Public School Systems, School Community Relationship, Secondary Grades, *State Departments of Education, Statewide Planning, *Student Centered Curriculum, Student Teacher Relationship
Identifiers—*Vermont
Concepts set forth in this design represent the position of the State Department of Education and were developed in cooperation with lay and professional groups throughout Vermont. This statement of a working philosophy directs itself to the process of education with a main concern that an educational philosophy should center around and focus upon the individual, his learning process, and his relationship and interaction with the teacher. The handbook includes 17 specific statements related to this student-centered philosophy, and gives 13 possible activities which will help a school district move toward these goals. The design is to be used as a guide for improving learning opportunities in the public schools of Vermont through these implementation steps: 1) local district assessment of the elementary education program compared to concepts in the design; 2) local district development of guidelines for improving its educational program; and 3) calendar of commitment for implementation submitted by local district to State Department of Education. (Author/JSB)

ED 051 058 SO 001 357
Gross, Richard E., Ed. Muessig, Raymond H., Ed.
Problem-Centered Social Studies Instruction. Approaches to Reflective Teaching.
National Council for the Social Studies, Washington, D.C.
Pub Date 71
Note—102p.
Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, Concept Teaching, *Critical Thinking, Curriculum Development, Discovery Processes, Elementary Grades, *Inquiry Training, Learning Activities, Learning Theories, *Problem Solving, *Questioning Techniques, Resource Guides, Secondary Grades, Social Problems, *Social Studies, Teaching Methods, Values
Identifiers—Values Education
The plea of this bulletin, the second and full revision of The Problems Approach and the Social Studies copyrighted in 1955 and 1960, is for teachers to do more with the reflective method in their classrooms. It draws upon the latest and most pertinent insights distilled from research, theory, and practice associated with reflective thinking; deals with specific whats, whys, how, and whens of problem solving in social studies at the elementary and secondary school levels; and, makes a case for increased use of this inquiry method and type of program organization. Specific suggestions are offered that range from the question-answering stage to full-fledged problem-solving units. Chapter 1 by Maurice P. Hunt and Lawrence E. Metcalf introduces the reader to the theory, philosophy, and psychology of the problems approach. Fannie R. Shaftel, Charlotte Crabtree, and Vivian S. Sherman discuss problem resolution in the elementary school. The third chapter on the junior high school is provided by William E. Gardner. Robert E. Jewett treats the senior high school. Trends in the use of reflective teaching, the subject of chapter 5, have been identified and analyzed by Emily S. Girault. Chapter 6 on teaching resources has been prepared by Jack W. Miller. (Author/SBE)

ED 051 059 SO 001 362
Social Studies Curriculum Materials Data Book.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—202p.
Available from—Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302 ($20; $26 with October 1971 Supplement)
Document Not Available from EDRS.
Descriptors—Anthropology, Civics, Classroom Games, Curriculum Development, Directories, Economics, Elementary Grades, *Games, Geography, History, *Instructional Materials, Material Development, Political Science, *Projects, Psychology, Secondary Grades, Simulation, *Social Sciences, *Social Studies, Textbook Evaluation
The objective of this manual is to provide analyses of curriculum materials that will allow administrators, curriculum coordinators, methods teachers, and classroom teachers to select materials which are appropriate to their needs and situation. Materials included here reflect the three major categories of innovative social studies curriculum materials which have been produced in the last decade--project materials, textbooks, and games and simulations. The first section of the book contains social studies curriculum project materials developed primarily, though not exclusively, under sponsorship of the Office of Education and the National Science Foundation. The second section provides analysis of five textbooks reflective of new trends in social studies education. Social studies games and simulations comprise the third section. Each of the data sheets are one-to-two page analyses and include the following information: 1) overview of significant features of the materials; 2) description of format and cost; 3) suggested time necessary for implementation; 4) intended user characteristics; 5) rationale and general objectives; 6) description of content; 7) primary teaching and gaming procedures; and, 8) evaluative data, comments, and suggestions for use of the materials. Supplements to the Data Book will appear twice a year, and present data sheets will be revised as necessary. (Author/JLB)

ED 051 060 SO 001 373
Apostol, Robert Z.
Human Values in a Secular World.
Pub Date 70
Note—137p.; Lectures presented at Institute on Human Values, Creighton University, Omaha, Nebraska, 1968-1969
Available from—Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 (Cloth, $6.00)
Document Not Available from EDRS.
Descriptors—Behavior Standards, *Ethical Values, Existentialism, Group Norms, Humanities, *Human Relations, *Moral Issues, *Moral Values, *Philosophy, Religion, Social Problems, Social Sciences, Symposia, Values
Identifiers—Marxism, *Secularism, Universalism
The lectures of five contemporary philosophers, charged with addressing themselves to important moral issues of contemporary society with an eye to highlighting those values that are at the base of human life today, are presented in this volume. Louis Dupre is concerned with the issue of making religion intelligible in Religion in a Secular World. Vernon J. Bourke, in Value Scales and Today's Morality, surveys alternative approaches for the construction of a scale of values for the justification of moral decisions. In Existentialism and the Vision of Man as a Person, Gerald F. Kreyche surveys the panorama of existential philosophy illustrating its contributions to our modern understanding of man as one revealing himself within constantly expanding horizons. In The New Marxism and Human Values, Richard T. DeGeorge discusses the possibility of a universal human morality in the face of official moralities. The Time of Our Lives, Mortimer J. Adler's rewriting of Aristotle's "Ethics" for the 20th century, calls for moral wisdom and moral discipline to correct human folly and vice. Paul G. Kuntz's article, The Future of the Moral Order, discusses the basis for resolving value conflicts between the meritocracy and the rest of society. (Author/DJB)

ED 051 061 SO 001 377
Swift, D. F.
The Sociology of Education: Introductory Analytical Perspectives.
Pub Date 69
Note—133p.; The Students Library Series, Routledge and Kegan Paul Ltd., Broadway House, 68-74 Carter Lane, London EC4V 5EL
Available from—Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 (Cloth, $2.50; Paper, $1.25)
Document Not Available from EDRS.
Descriptors—Cultural Factors, Educational Environment, *Educational Sociology, *Educational Theories, Foundations of Education, Institutional Role, Reference Books, *School Community Relationship, Social Factors, *Socialization, *Social Systems, Socioeconomic Influences, Teacher Education Curriculum
Identifiers—*England
Being an introductory text for college students in Sociology and in Education, it attempts to outline the ways in which education is viewed by the sociologist. Chapter 1 states that sociology deals with the process of education, under four broad

headings: 1) the educational process as an aspect of social interaction; 2) the school as a social group; 3) the influence of other social institutions upon the institution of education; and, 4) the functions for society of the institution of education. These focal points each form the basis of the succeeding chapters, entitled: 1) The Social Animal: Some Preliminary Perspectives; 2) The School; 3) The Social Environment of the Institution of Education; and, 4) The Social Functions of Education. Being theoretical, little description of the structure of British education is included. Readers are referred to the author's READER IN THE SOCIOLOGY OF EDUCATION: INTRODUCTORY ANALYTICAL PERSPECTIVES, London: Routledge and Kegan Paul, 1968, for empirical material. (Author/DJB)

ED 051 062 SO 001 378

Simon, Joan

The Social Origins of English Education.

Pub Date 70

Note—126p.; The Students Library Series, Routledge and Kegan Paul Ltd., Broadway House, 68-74 Carter Lane, London EC4V 5EL

Available from—Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 (Cloth, $3.75; Paper, $2.00)

Document Not Available from EDRS.

Descriptors—Area Studies, Educational Change, Educational Development, *Educational History, Educational Objectives, Educational Practice, Educational Sociology, *European History, *Foundations of Education, Reference Books, *Social Change, Social Influences, Teacher Education Curriculum

Identifiers—*England

The author's historical approach to the study of education accounts for the past in terms of the past rather than the present. Thus, formal schooling is but one type of socialization traced in this survey. The intention of the book is to suggest a new starting point opening up the whole field of education for consideration. New developments in historical scholarship have made possible the recasting of the history of education as an aspect of social and intellectual history. The first part surveys the early development of education in England in broad outline, up to the twelfth century. In the second part three main topics are taken up in more detail, drawing on recent historical monography which bear closely on education: 1) The Agricultural Year: Rural Experience and Upbringing; 2) The Urban Outlook: Civility and the Education of Children; 3) Learning and Teaching: The Legacy of the Medieval University. Footnotes and a selected annotated bibliography complete the study. (Author/DJB)

ED 051 063 SO 001 381

Catalogue of Materials.

Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.

Pub Date Jul 69

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, Audiovisual Aids, Citizenship, Civics, Classroom Materials, Democracy, Films, Inductive Methods, *Instructional Materials, Instructional Programs, Interdisciplinary Approach, Political Science, *Public Affairs Education, *Resource Guides, Secondary Grades, Social Problems, *Social Studies Units, *United States History

Identifiers—*Lincoln Filene Center Secondary Social Studies

This catalogue lists resource materials available to secondary social studies teachers using an inductive approach and multi-media techniques to create a variety of learning experiences. Seven supplemental classroom instructional programs were developed by the Center: 1) Dimensions of Citizenship; 2) Politics and Policy Making; 3) Urban Problems and Prospects; 4) The American Economic System; 5) American Civilization and History; 6) The Law and Citizenship; and, 7) The International System; Themes and Decisions. Materials are described for each of these areas with 20 different teacher guides available on such topics as: 1) Effective Citizenship: Upton Sinclair and The Jungle; 2) Citizenship Denied: Diary of a Young Girl; 3) Choosing a President, 1968: The American Political Process; 4) The Police: Fact and Fiction; 5) Conflict: A Game of American Life. Student narratives (reprints of case studies or excerpts of primary sources) are also available for many of the units. Instructional aids offered in this program have been produced through cooperative efforts of experienced high school teachers, the staff of Lincoln Filene Center, and Center consultants. Prices are given and an order form appended. (Author/JSB)

ED 051 064 SO 001 403

The Elementary School: Humanizing? Dehumanizing?

National Association of Elementary School Principals, Washington, D.C.

Pub Date 71

Note—167p.; A reprint of selected articles from The National Elementary Principal, 1969-70

Available from—National Association of Elementary School Principals, NEA, 1201 Sixteenth, N.W., Washington, D.C. ($4.00; Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Affective Objectives, Educational Change, *Educational Environment, Educational Improvement, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Sociology, *Elementary Education, *Humanism, Human Relations, Individual Development, Learning Processes, School Community Relationship, Social Change, Social Influences, Student Needs, Student Teacher Relationship, Values

Identifiers—Values Education

This publication contains selected articles reprinted from 1969-70 issues of The National Elementary Principal devoted to the theme that the school as an institution must operate on and reflect humanistic values. Content includes analysis of the crucial problems of dehumanizing aspects of schools, discussion of educational philosophy, exploration of learning process, student needs, and teacher role, and offers some directions and guidelines for change to make the schools not only academically excellent but more human places for children to learn and develop. The 41 articles are divided into two topics: 1) The Elementary School: Humanizing? Dehumanizing? and, 2) Dehumanizing Our Society--Through Education and With the Active Support of the Public. Authors include principals, superintendents, teachers, scholars and parents. (Author/JSB)

ED 051 065 SO 001 404

Adelson, Nancy C. And Others

The American Government Information Unit: A Pilot Program to Improve Information Flow Between Research and Development and Practice in Education. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 71

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Evaluation, Curriculum Planning, *Curriculum Research, Department Directors (School), *Diffusion, Field Studies, Information Dissemination, *Information Utilization, Models, *Research Utilization, Secondary Grades, Secondary Schools, Secondary School Teachers, *Social Studies

Identifiers—*ALERT

The Laboratory staff reported the unit development and field test activities in their effort to collect, analyze, synthesize, and disseminate new curriculum developments in secondary level social studies to school curriculum decision makers. The audience consisted primarily of social studies teachers and department chairmen. To further refine and evaluate their model information processing system, the staff defined the following unit objectives using the Bloom and Krathwohl taxonomies: 1) Cognitive Performance Objectives: to develop knowledge of programs, comprehension of relationships and implications, application, and evaluation of program information; and, 2) Affective Performance Objectives: to promote use of, and involvement with the unit. 3) The specific unit requirements were: parallel treatment of programs, accuracy, consistency, objectivity, flexibility, timeliness, relevance, uniqueness, and cost effectiveness. After an initial survey of 100 new programs, nine research based American government programs were selected for review in the multi-level unit including: introductory materials, project comparisons, program selection device, and detailed program reports. Three major field tests were conducted between February 1969 and spring 1970. The first was largely non-quantitative; the main and operational field tests were empirical studies with the populations, methodologies, and results enumerated here. It was concluded that the objectives were met. (SBE)

ED 051 066 SO 001 413

Hertzberg, Hazel W.

Historical Parallels for the Sixties and Seventies: Primary Sources and Core Curriculum Revisited.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—IS-1; PUB-135

Pub Date Apr 71

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Core Curriculum, Cultural Factors, Curriculum Development, Educational Change, *Educational History, *Educational Trends, High School Curriculum, History Instruction, Integrated Curriculum, Interdisciplinary Approach, Professional Associations, Secondary Education, Social Change, Social Influences, *Social Sciences, *Social Studies, Teaching Methods, United States History

Identifiers—*Social Studies History, Source Study Movement

Intent on alerting curriculum developers to cyclical elements in social studies trends during the last 90 years, this paper reviews the two most pervasive national movements at the secondary level: 1) the source study movement in which students' use of primary source materials was emphasized in history instruction from the 1880's through the 1910's; and, 2) the core curriculum movement in which Social Studies and English were most commonly combined into block time courses for all students from the 1920's through the 1950's. These movements were selected for review because they exhibited some of the most important characteristics of the new social studies of the 1960's and of the social studies emerging in the 1970's. The latter reforms are considered comparable to the core curriculum just as the reforms of the 1960's are to the scientific historiography of the source study movement. The reviews include discussions of the forces which produced, sustained, and ended them, and conceptual models for classifying and comparing them to their recent and future variations. Historically, curriculum reformers gave little attention to previous movements, whether similar or not. Citing this as a dysfunctional inconsistency for the social scientists and educators who advocate and lead reform movements, the author calls for a variety of studies in Social Studies history. Sources cited are annotated in a six-page bibliography. (Author/DJB)

ED 051 067 SO 001 436

Social Studies in Michigan: Some Individual Descriptions.

Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—156p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Design, Curriculum Development, Elementary Grades, Instructional Innovation, *Instructional Programs, Program Descriptions, Projects, Secondary Grades, *Social Studies, *Social Studies Units

Identifiers—*Michigan, Oak Park Project

This is a set of 22 papers written by social studies teachers in Michigan describing innovative approaches in their programs. Robert Trezise's overview states that the programs were developed from both local commitment and funding, and Federal funding. The papers show: 1) a shift away from content per se to a focus on process; 2) concern for the self-fulfillment of the individual student and his development in a social context; 3) examples of extending the learning environment into the community; and, 4) a trend toward a variety of theme oriented elective social studies courses. Instructional techniques emphasized are open discussion, independent research, and little use of textbooks. Needs in the

social studies detected from these papers are: 1) program coordination K-12; 2) a clear definition of objectives in social studies and an outline of strategies to accomplish them; and, 3) more stress on the pluralistic, multi-ethnic nature of our society. Programs include: humanities, Afro-American history, American Indian history, political science and government, and Mera and Oak Park projects, a study of mankind, community and outdoor social studies projects, and staff and student involvement in curriculum change. (VLW)

ED 051 068 SO 001 445
Hoopes, David, Ed.
Communique. Newsletter of Intercultural Communications Programs. Volume 1, Number 5.
Pittsburgh Univ., Pa. Regional Council for International Education.
Pub Date Jun 71
Note—4p.
Available from—Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15213
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Programs, Communication Skills, Comparative Education, *Cross Cultural Training, Educational Trends, Foreign Culture, Foreign Students, Higher Education, Human Relations Programs, *Intercultural Programs, Intergroup Education, *International Education, *Newsletters, Program Descriptions
Identifiers—Regional Council for International Education
The goal of the Council is to bring about a global perspective on the campuses of its member institutions and the nation through cooperative programs and the sharing of resources to generate new ideas in such areas as: study abroad, foreign students, faculty development and exchange, and cultural sensitivity. Accordingly, the purpose of this monthly newsletter is to disseminate information on cross cultural or intercultural communications programs in higher education, usually describing workshop programs, seminars, special courses, research activities, also intergroup training techniques. Announcements are also made of publications and conferences. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list; back issues are still available. (Author/JSB)

ED 051 069 SO 001 447
Selected Bibliography and Audiovisual Materials for Environmental Education.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
Report No—XXXVIII-B-363; XXXVIII-B-365
Pub Date [71]
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Community Resources, Conservation Education, Ecology, Elementary Grades, *Environmental Education, Films, Filmstrips, *Instructional Materials, Natural Resources, Pollution, Resource Guides, Secondary Grades, *Social Problems
This guide to resource materials on environmental education is in two sections: 1) Selected Bibliography of Printed Materials, compiled in April, 1970; and, 2) Audio-Visual materials, Films and Filmstrips, compiled in February, 1971. 99 book annotations are given with an indicator of elementary, junior or senior high school levels. Other book information includes: publisher, copyright date, price, and Dewey Decimal classification. Also listed in this section are six periodicals and some free and inexpensive materials such as pamphlets, government documents, and bibliographies. Audiovisual aids are also arranged by level: primary, intermediate, and junior or senior high school. This last section for secondary grades is subdivided into specific topics: 1) Man and Natural Resources, 2) Population Explosions, 3) Problems of the Cities, 4) Pollution, and 5) Relationship of Man to Communities. A brief content annotation is given as well as running time, color, producer, copyright data (when available), rental fee and film order number from the University of Minnesota. Appended is a list of nine additional Audiovisual Rental Sources and addresses of 27 film companies. (Author/JSB)

ED 051 070 SO 001 450
Waggoner, George R. Waggoner, Barbara Ashton
Education in Central America.
Kansas Univ., Lawrence.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-7-1124
Pub Date Jan 71
Contract—OEC-1-7-071124-5148
Note—189p.
Available from—University Press of Kansas, 358 Watson Library, Lawrence, Kansas 66044
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Comparative Education, Cultural Factors, *Educational Administration, Educational Finance, *Educational History, *Educational Practice, *Educational Problems, Educational Programs, Elementary Grades, Higher Education, Interinstitutional Cooperation, Laws, Political Influences, Regional Cooperation, School Statistics, Secondary Grades, Socioeconomic Influences
Identifiers—*Central America, Costa Rica, El Salvadore, Guatemala, Honduras, Nicaragua
The first chapter of this book describes the physical and cultural environment of Central America and includes analytical comments showing the complexity of the problems confronting the region. Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama are then treated in separate chapters including: 1) political, economic, social and ethnic background; 2) legal and constitutional bases of education; 3) administration of the educational system and the school calendar; 4) public educational finance; and, 5) an overview of preprimary, primary, secondary, technical, and higher education. Regional aspects of education in Central America include the educational activities of: 1) the Organization of Central American States; 2) the Confederation of Central American Universities and the Regional Organization of National Universities; 3) private universities; and, 4) outside sources of aid to regional development. (VLW)

ED 051 071 SO 001 490
Landsberg, Hans H.
The Demonology of Pollution.
Pub Date 3 Apr 70
Note—16p.; Speech presented at the Environmental Teach-In, Pittsburgh, Pennsylvania, April 3, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Factors, *Environmental Education, *Government Role, Industrialization, Overpopulation, *Pollution, Population Growth, *Social Factors, Social Problems, Social Structure, Social Systems, Speeches, Technology
Identifiers—Corporatism, *Ecosystems
This paper offers a fresh perspective on causes of and solutions to environmental problems, and would be useful as an initiator of classroom discussions. The author argues that in our pursuit of a society based on environmentally sound principles, we have perhaps misidentified the villains, and have latched into solutions that may be either naive, or narrow. One commonly identified villain, for example, is population growth. While there is no doubt that more people put a greater burden on natural resources and human amenities, and that population growth should be controlled, this factor is not so important as high per capita consumption based on high per capita income. Other more complex examples, such as corporations, technology, and our socioeconomic systems, are similarly examined in terms of their contribution to the environmental crisis. The author concludes that an intelligent use of regulation and incentive penalty systems which take into account the complex interrelationships in modern industrialized society, will go a long way toward solving the problems, while leaving the most individual freedom intact. (JLB)

ED 051 072 SO 001 506
Kang, Kilsoo
A Short Bibliography in the English Language Material on Korea and its Education.
Pittsburgh Univ., Pa. School of Education.
Pub Date 68
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, Asian History, *Bibliographies, *Comparative Education, *Cross Cultural Studies, Educational History, Ethnic Studies, Higher Education, International Education, *Korean Culture, Non Western Civilization, Resource Guides, Social Studies
Identifiers—Asian Studies, Educational Systems, *Korea
This specialized bibliography is intended to fill a definite student need to the scarcity of literature on this topic. Total entries number about 128 and are limited to materials in English available at the University of Pittsburgh. Two main sections of the bibliography are: 1) Education in Korea, and 2) Korean Studies. Cited in the former are book annotations, journal articles, government documents, pamphlets, research studies, dissertations and reports. Journals and newspapers, and other major bibliographies are listed for general area studies; the entries on Korean culture are arranged by subject: history and geography, general works, politics and economy, and literature. (Author/JSB)

SP

ED 051 073 SP 004 055
Student Teaching Abroad Program.
Moorhead State Coll., Minn.
Pub Date Nov 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Experience, Field Experience Programs, Foreign Countries, *Overseas Employment, *Preservice Education, *Student Teachers, *Teacher Education, Teaching Experience
Identifiers—International Schools Association
The program described in this document is designed to give student teachers an opportunity to enrich their general background and their specialized interest while gaining an experience as a teacher in an environment which will give them new and varied opportunities to observe teaching methods. The first 11 students were placed overseas in January 1969, and a total of 70 students from nine institutions have since taken part in the program. English is used in all the participating schools, but the cultural backgrounds vary greatly. The foreign center for the program is the International Schools Association in Geneva, Switzerland, and faculty members from Morehead State College visit Europe each year. The program is regarded as an important first step in the development of an international program centered around the clinical experience, which promotes international understanding at both the cognitive and affective levels by immersing the student in a unique experience in a foreign country. Included in the document are a table showing the placement of students, a copy of the application form and the recommendation form, the first draft of a handbook, "Student Teaching Abroad," and a randomly selected example of a report from a program participant on her teaching experience during the winter quarter of 1970. (MBM)

ED 051 074 SP 004 638
Burdin, Joel L., Ed. And Others
School Personnel Preparation for American Indians: Present State and Needed Steps.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date May 71
Note—76p.; Paper prepared at writers' conference organized by the ERIC Clearinghouses on Teacher Education and Rural Education and Small Schools, Fall 1970
Available from—Manager, Duplicating Services, Box 3-CB, New Mexico State University, Las Cruces, N.Mex. 88001 ($1.50, prepaid or accompanied by purchase order)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indian Culture, *American Indians, Biculturalism, Cultural Differences, *Inservice Teacher Education, *Preservice Education, *Teacher Attitudes, Teacher Education, Teacher Selection
This publication consists of papers presented at w workshop held at Arizona State University in Tempe to discuss problems concerned with both inservice and preservice training of teachers to work with American Indian children. Discussions centered around two major areas: the problems

involved in proper training of the teachers and suggested solutions to these problems. The problems discussed include 1) teacher characteristics, school characteristics, cultural differences, the system, and selection and recruitment of teachers. Hopkins Smith outlines several criteria for the selection of teachers for Indians. Joe S. Sando identifies the stages of acculturation and stresses the need to move beyond these: 1) bewilderment and frustration concerning Indian culture; 2) rejection of Indian society; and 3) semi-acculturation, with the beginning of pride in Indian culture. Lyal Holder provides a conceptualization of what he believes to be effective in training teachers for Indians. Willard Bass lists 20 selected problems, along with the comments on the research and/or development needed in each area, and demonstrates a strong concern about teacher attitudes. Finally, selected excerpts from "The Education of Indian Children and Youth" by Robert J. Havighurst discuss the goals of Indian education, the quality of teachers and administrators, and recommendations for curriculum, career development, college and post high school education, Indians in the urban school system, and finance. The introduction by Everett D. Edington and overview by Joel L. Burdin provide summaries of the workshop and the problems of Indian education respectively. (MBM)

ED 051 075 SP 004 678

The Remuneration of Young Teachers and of Staff in Colleges and Departments of Education and the Effect on Recruitment and Wastage from the Profession.

Economist Intelligence Unit Ltd., London (England).

Pub Date Oct 70

Note—99p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, Foreign Countries, *Professional Recognition, *Salaries, Salary Differentials, *Teacher Attitudes, *Teacher Morale, *Teacher Salaries

Identifiers—*England

This analysis of remuneration in the teaching profession in England indicates that the salaries of teachers with some years' experience are very low compared with professions needing somewhat lower academic qualifications. The career prospects for non-graduate teachers are also extremely poor. The salaries of staff in colleges of education are much lower than those of comparable groups in the public and private sectors, such as civil service or local authority positions, and banking, accountancy, sales, and personnel. Tables showing teachers' salary scales and comparisons with other professions are include. Results show that teaching posssses most of the attributes of a career attractive to both boys and girls, but the poor salary image is an important reason for only 10 percent of the boys thinking of entering teaching, as opposed to 51 percent of the girls. Case studies of men aged 25-35 indicate that salary considerations and limited career prospects are an important cause of wastage from the profession. Both non-graduate and graduate groups feel that no recognition is given to skill and devotion, in contrast to academic qualifications, and they believe that promotion involves taking administrative posts. Other major causes of dissatisfaction are unsatisfactory conditions within the schools, including narrow or irrelevant curriculum, petty restrictions, excessive power of principals, and lack of support with disciplinary problems. (MBM)

ED 051 076 SP 004 715

Wiersma, J.

A Study of Teacher Role Perception in Education Students and Teachers.

Pub Date 71

Note—16p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Teachers, Changing Attitudes, *Education Majors, *Role Perception, Teacher Attitudes, *Teacher Role, Teaching

Identifiers—Education Scale VII, ES, Teacher Practices Questionnaire, Teacher Role Q Sort, TPQ, TRQ

A study attempted to determine how education students and beginning teachers differ in their role conceptions (descriptive modality), values (evaluative modality), and norms (prescriptive modality) and to observe the developmental patterns of these aggregate conceptions, values, and norms. Subjects were 405 enrollees and graduates of the University of Iowa divided into ten groups on the basis of level of education (sophomore, junior, senior, and teacher), type of program (elementary or secondary), and sex. The questionnaire administered to all subjects contained 1) a 30-item Teacher Role Q Sort (TRQ) with "freeing," "guiding," and "molding" scales; 2) a 35-item Teacher Practices Questionnaire (TPQ) with "discipline," "counselor," "advice-information giver," "referrer," and "motivator" (Likert) scales; and 3) a 30-item Education Scale VII (ES) with "progressivism" and "traditionalism" (Likert) scales. The major analyses were one-way analysis of variance for level of education for each category on each of the three major instruments controlling for sex and type of program. Supplementary analyses entailed analysis by type of program and by sex. Findings suggest that the change in role perceptions for the sophomore through junior time interval is opposite in direction to the direction of change during the senior-teacher time interval and the junior-teacher time interval. (Complete findings and 15-item bibliography are included.) (JS)

ED 051 077 SP 004 726

Otto, Henry J. Bessent, Wailand

Evaluation of an Experienced Teacher Fellowship Program.

Texas Univ., Austin.

Pub Date 70

Note—60p.; Bureau of Laboratory Schools Monograph No. 22

Available from—Univ. of Texas Press, 120 West 20th Street, Austin, Texas 78712 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, Elementary Schools, Elementary School Teachers, *Graduate Study, *Internship Programs, *Principals, School Administration, *Urban Education

This book describes and evaluates a 12-month postgraduate program to develop better leadership in urban elementary schools in disadvantaged neighborhoods. Chapter 1 on the program describes 1) procedures for recruiting the 15 fellows (who already had a master's degree and at least 3 years of teaching experience); 2) goals and components of the program in terms of informational and performance objectives; and 3) program details for each section of the program: the fall semester on campus (which included 12 hours of course work and practicum), the spring semester administrative internship with an elementary school principal in a disadvantaged area in the community from which the intern had been nominated, and the summer session back on campus. Chapters 2, 3, and 4 assess student development (cognitive, affective, and performance) as revealed through a variety of tests and evaluation instruments used throughout the program. The final chapter on student appraisal of the program includes assessment done throughout the program and the followup evaluation conducted one year after each fellow had returned to a leadership position in his respective school system. Included is a listing of the most valuable components and procedures: these included the internship semester, the use of block scheduling for campus courses, and the mixture of ethnic groups (Negro, Mexican American, and Anglo) among the fellows themselves. (JS)

ED 051 078 SP 004 731

Victor, James B. Harootunian, Berj

Conceptual Systems Theory and Attitudes Toward Teaching.

Pub Date 71

Note—11p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Student Teacher Relationship, *Teacher Attitudes, *Teacher Characteristics, Teaching, *Thought Processes

Identifiers—Paragraph Completion Test of Conceptual Level, Teacher Conceptions Educ Process Questionnaire

A study was conducted to explore the relationship between the theoretical construct of Conceptual Level (Harvey, Hunt, & Schroder, 1961) and the dimensions of the Questionnaire of Teacher Belief of the Educational Process developed by Wehling and Charters (1969). The questionnaire and Hunt's Paragraph Completion Test of Conceptual Level were administered to 83 teacher education undergraduates. Data were analyzed by forming a correlation matrix and performing a factor analysis using varimax rotation for the final ten variables. Variables were seven teacher attitude dimensions (subject matter emphasis, personal adjustment ideology, student autonomy, teacher direction, emotional disengagement, consideration of student viewpoint, and integrative learning), plus the Conceptual Level measure and the two Hunt attitude-toward-teaching stems. Results lent support to the Wehling and Charters hypothesis that teachers high in dimensions that tend to illustrate short-range concerns (Teacher Direction) would be basically concrete in their perceptions. The second objective, to replicate Wehling and Charters' findings and to test the stability of the dimension of Student Autonomy versus Teacher Direction, produced findings consistent with theirs. Further analysis revealed no significant relationships between the dimensions of Student Autonomy versus Teacher Direction and the Hunt Attitude-toward-teaching stems. (JS)

ED 051 079 SP 004 732

Bedics, Richard A. Webb, Jeaninne N.

Measuring the Self-Evaluation of Teaching Behavior Through the Use of Video Tape.

Pub Date 71

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Observation Techniques, Preservice Education, *Self Evaluation, Student Teachers, *Teacher Behavior, Training Techniques, *Video Tape Recordings

Identifiers—Florida Taxonomy of Cognitive Behavior, Reciprocal Category System

A study explored the influence of two variables, 1) experience in viewing one's own classroom behavior through video tape and 2) training in the analysis of teaching behavior, on the self evaluation of student teachers. Subjects were 66 student teachers assigned to three groups: group 1 receiving 48 hours of training in analysis of teaching behavior and viewing video tape recordings of their teaching three times during the student teaching experience, group 2 receiving no special training and viewing their teaching three times, and group 3 receiving no special training and viewing their teaching behavior only once, at the end of the student teaching experience. After each video taping the student teacher viewed the recording and answered four open-ended self evaluation questions. Answers were coded using an 18-category Data Coding System which classifies all statements under five broad categories: 1) Physical Aspects of the Environment, 2) Personal Characteristics of the Teacher, 3) Teaching Behavior, 4) Pupil Behavior, 5) Content of the Lesson. Critical ratio technique and t tests were used to identify significant differences between groups and item choices. Results showed group 1 self evaluation focusing more on the teaching act as opposed to group 2 and 3 focus on themselves as persons. Both groups 1 and 2 shifted focus increasingly, with experience in video tape self analysis, toward more concern with the teaching act. (The Data Coding System is included.) (JS)

ED 051 080 SP 004 735

Seperson, Marvin A. Joyce, Bruce R.

The Teaching Styles of Student Teachers as Related to the Teaching Styles of Their Cooperating Teachers.

Pub Date Feb 71

Note—18p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cooperating Teachers, *Student Teachers, *Teacher Behavior, *Teacher Influence, *Teaching Styles

Identifiers—Conceptual Systems Manual, Joyce System

A study was conducted to explore the relationships between the teaching behavior of student teachers and cooperating teachers over a semester of contact. Subjects were 19 liberal arts graduates in a year-long master's degree program which included "observation-participation" experiences in the fall semester and full-time student teaching in the spring semester. Samples of their teaching behavior (tape recordings and live observation coded according to the Joyce Conceptual Systems Manual) included four during the "observation-participation" period; two early in the second semester when they were with their cooperating teachers; one halfway through the

semester; and two later in their experience. Analyses included calculation of eight indices of teaching behavior for each student teacher and each cooperating teacher and correlations between student teacher behavior and cooperating teacher behavior at the preteaching, early student teaching, and late student teaching levels. The evidence indicates no relationships between the indices of the student teachers and cooperating teachers prior to contact but there were relationships in several indices shortly after student teaching began, and these continued even when adjusted for the early relationships. However, inspection of the difference scores revealed no consistent patterns of influence once the early impact of the cooperating teacher had been felt. (JS)

ED 051 081 SP 004 789

State Education Departments' Policies and Practices in the Approved Program Approach to Teacher Certification (Revised June 1970).

New York State Education Dept., Albany. Div. of Teacher Education and Certification.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Note—127p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Credentials, *Faculty Mobility, *Interstate Programs, State Boards of Education, *State Licensing Boards, *Teacher Certification, Teacher Employment, Teacher Qualifications

This publication is a compilation of information from the 50 states and the District of Columbia concerning selected teacher education and certification practices and policies. Its purpose is to help state certification officers find compatible states with which they might work toward formal agreements for interstate teacher certification. At present many factors exist which make it difficult for certified teachers to move freely from one state to another. A faculty would have more to offer, however, if it included persons with varying backgrounds and geographic origins. Interstate certification could also serve to raise the educational level of teacher training institutions within each state. The proposed plan includes 1) an experience route for certificate holders and 2) the approved program approach by which a teaching certificate would be granted automatically and without review of transcript to any graduate of a state-approved higher institution who has that institution's recommendation as a teacher. The following information is provided for each state: 1) legal and policy structure; 2) approval of teacher education programs for certification; 3) criteria for approval of teacher education programs; 4) certification procedures; 5) statistical and other data. A later publication will serve as a manual for states interested in forming interstate certification agreements. (MBM)

ED 051 082 SP 004 856

Greenleaf, Warren T. *Griffin, Gary A.*

Schools for the 70's and Beyond: A Call to Action.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 71

Note—149p.

Available from—NEA Publication-Sales Section, 1201 Sixteenth Street, N.W. Washington, D.C. 20036 (Stock No. 381-11962; $2.25 paper); (Stock No. 381-11964; $4.00 cloth. Quantity discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Environment, *Curriculum Development, Educational Finance, *Educational Policy, *Educational Principles, Evaluation, Student Attitudes, *Teacher Attitudes, Teacher Responsibility

This is a comprehensive report to the teaching profession as one basis for a series of town meetings to improve America's schools. Beginning with a survey of the American scene in the 1960's, it considers the role played by the schools in producing a society in which technology has outdistanced humanity. The need to make schools humane institutions was the major goal recommended by NEA's Center for the Study of Instruction in 1969, and barriers to this goal are considered--the system, the instructional program, the teachers, the students, and school finance. The humanistic school calls for greater community involvement and political decentralization in spite of the problems involved. The curriculum should be reformed to develop the full range of human capacities, with evaluation which is designed to improve instruction rather than compare children. School organization should free the children and teacher to focus on learning, not the clock. Differentiated staffing should free teachers from administrative and housekeeping tasks and enable them to be more fully professional. Teacher education also needs to be reformed. The problems facing students includes cultural and ethnic differences, the wide variations between the states in educational expenditure, and the individual differences in learning styles. The report calls for a nationwide dialogue at all levels of the profession to prepare a set of principles and plans for action. (MBM)

ED 051 083 SP 004 857

Neville, Richard F.

Supervisory Behavior in Education: A Report of Survey Research.

Pub Date 71

Note—18p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, *Educational Research, Supervisory Activities, *Supervisory Methods, Surveys, Teacher Attitudes, *Teacher Supervision

This review of 12 survey research studies on teacher supervision completed between 1941 and 1969 attempts to identify and interpret critical factors in supervisory performance, while also suggesting specific components of these factors. The research findings reported indicate at least three required areas of competence for effective supervisory performance. These areas include human relations, technical competence, and managerial ability. It is suggested that factor analytic studies of supervisory behavior may help to identify conceptual and performance dimensions of supervision, which can then provide the basis for the construction of sound programs of supervisory preparation. (Author/RT)

ED 051 084 SP 004 858

Quill, William G.

A Prototype Program for Teacher Education. Director's Final Report.

New School for Children, Boston, Mass.; Northeastern Univ., Boston, Mass.; Roxbury Community School, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-319205-3615(725)

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College School Cooperation, *Community Involvement, Curriculum Development, Elementary School Curriculum, Elementary School Teachers, Inner City, *Intergroup Relations, *Preservice Education, Private Schools, Teacher Education Curriculum, *Urban Teaching

The idea for a program which would enable interested and capable inner-city residents to enter a performance-oriented teacher preparation program culminating in an undergraduate degree and teacher certification was suggested and developed by representatives of two privately operated community schools in the Roxbury section of Boston, the New School for Children and the Roxbury Community School, and Northeastern University. During a 6-month trial implementation period, intern teachers taught in their respective schools three days a week, and University faculty, school principals, and interns met 2 days each week for planning and instructional seminars. In these seminars portions of undergraduate and elementary school curriculum components were devised and incorporated into an evolving program. Many problems in interpersonal relations were encountered during this period, and the program eventually lost its funding in June 1970. (RT)

ED 051 085 SP 004 859

Nelson, Miles A. *And Others*

Discussion Paradigms.

Pub Date 5 Feb 71

Note—16p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Communication, *Classroom Observation Techniques, *Discussion (Teaching Technique), *Interaction Process Analysis, *Models, *Verbal Communication

The purpose of this study was to develop paradigms of verbal interaction for problem solving discussions. Taking selected definitions from previously published work, categories were built which classify verbal moves. Using the categories, models of verbal interaction were built which subsumed such verbal interaction concepts as the venture, move, cycle, and module, defined in other research studies. These models served to define clearly interaction terms like lecture, teacher-centered discussion, and student-centered discussion. When coupled with the Classroom Observational Record developed by Reynolds, Abraham, and Nelson, these paradigms become powerful tools for conceptualizing and researching classroom interaction. (Author)

ED 051 086 SP 004 860

Spitze, Hazel Taylor

Choosing Techniques for Teaching and Learning.

Home Economics Education Association, Washington, D.C.

Pub Date 70

Note—47p.

Available from—Home Economics Education Association, National Educational Association, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Autoinstructional Methods, Computer Assisted Instruction, Discussion (Teaching Technique), Field Experience Programs, Field Trips, *Guidelines, Independent Study, Lecture, Programed Instruction, *Selection, Simulation, *Teaching Methods, *Teaching Techniques, Testing, Writing

This booklet outlines guidelines for choosing a teaching technique and describes a wide variety of techniques. It is intended as an aid to teachers of all subject matters. The first chapter develops a number of principles for choosing a teaching technique appropriate to a given situation, and divides techniques into three categories: 1) real-life, 2) simulations, and 3) abstractions from reality. The three subsequent chapters contain brief, concise descriptions of 10-12 techniques in each of these categories. Examples are 1) "real-life"--paid work experience, family membership, club activities, field trips; 2) "simulations"--role playing, games, inquiry training, laboratory experiments, in-basket, discussion; 3) "abstractions from reality"--lecture, recitation, programed instruction, computer assisted instruction, drill, examinations. (RT)

ED 051 087 SP 004 861

An Evaluation of the Program "Supportive Training for Inexperienced and New Teachers" (STINT) in New York City Schools.

Institute for Educational Development, New York, N.Y.

Spons Agency—New York State Education Dept., Albany. Office of Urban Education.

Pub Date 70

Note—93p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Teachers, Disadvantaged Youth, *Inservice Teacher Education, *Teacher Education, Teacher Improvement, Teacher Persistence, *Urban Education, *Urban Teaching

Identifiers—*STINT, Supportive Training Inexperienced New Teachers

The STINT Teacher Training Program is designed to provide crucial support for new and inexperienced teachers in urban schools using skilled and experienced teachers who are given 100 percent released time to work with the participants on a ratio of approximately one to nine. The program is concentrated in the ghetto areas of Manhattan, Brooklyn, and the Bronx. There are six major goals: 1) to provide a variety of supportive services; 2) to develop greater teacher competence; 3) to decrease staff turnover; 4) to help teachers develop a more effective methodology; 5) to provide an improved learning situation; and 6) to develop a more sensitive and high-developed response to urban ghetto classroom situations. Data collected from teachers in the program were compared with data from non-participants in similar situations. The results showed that on measures reflecting job satisfaction STINT teachers were clearly superior to their non-STINT counterparts. However, this superiority was not found on measures reflecting skill development. It was felt that one year did

not give sufficient time to achieve both goals, and consequently further studies of both groups were recommended. The unpublished instruments used in the evaluation are included in the document. (MBM)

ED 051 088 SP 004 863
Kosier, Kenneth P. Severson, Roger A.
Effects of Teacher Inservice and Consultation on Pupil Task-Oriented Behavior.
Pub Date 71
Note—29p.; Paper presented at annual meeting, AERA, New York, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Class Management, Classroom Observation Techniques, Elementary School Teachers, *Feedback, *Inservice Teacher Education, *Reinforcement, Student Behavior, *Training Techniques, Video Tape Recordings
This study found no significant difference in effectiveness of several methods of training regular classroom teachers to use operant management techniques. Training methods tested were 1) group inservice training with no feedback, 2) inservice training with feedback from observational data, and 3) inservice training with feedback from videotapes. Twenty female elementary school teachers were randomly assigned to an experimental or control group. Pre and post measures of pupil "time-on-task" behavior were made for two pupils identified by the teacher as "-problem students" and for the class as a whole, using an author-developed behavior check list. Another author-developed observation instrument was used to make pre and post measures of teachers' classroom management techniques. Results indicated that each of the three training methods effected significant improvement in problem pupil behavior in comparison with the control group, although there were no differences in effectiveness of the three methods. All three methods were also found to increase the incidence of positive teacher behavior toward the class. It is concluded that improvement in pupil behavior can be effected through more economical teacher training procedures which do not require feedback. (The report includes a short bibliography, data tables, and the observation instruments used in the study.) (RT)

ED 051 089 SP 004 891
Michalak, Daniel A.
Supervisory Conferences Improve Teaching.
Florida Educational Research and Development Council, Gainesville.
Pub Date 69
Note—39p.
Journal Cit—FERDC Research Bulletin v5 n3/4, Fall/Winter 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, Guidelines, *Interaction Process Analysis, *Measurement Instruments, Models, Observation, *Supervisory Methods, *Teacher Supervision
Identifiers—Supervisor Teacher Verbal Interaction Instrument, Supervisory Conference Verbal Behavior Instrument
This paper reviews the development of the supervisory conference from 1930 to the present and contrasts the objectives and procedures of traditional and emerging models of supervision. A general discussion of systematic observation instruments for use in supervisory conferences leads to detailed descriptions of and directions for using two specific instruments--the Supervisory Conference Verbal Behavior Instrument and the Supervisory-Teacher Verbal Interaction Instrument. This is followed by guidelines for managing a conference and a suggested model of an effective supervisory conference. A sample "-conferencing guide and record" is included. (RT)

ED 051 090 SP 004 892
School Communications Game.
Massachusetts Univ., Amherst. School of Education.
Pub Date 70
Note—61p.; from the Leadership Training Institute for School Personnel Utilization
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Differentiated Staffs, Games, *Inservice Teacher Education, *Junior High Schools, *Paraprofessional School Personnel, *Simulation, *Teacher Education
This exercise explores by means of simulation the effect which the communications that take place in a school have on organization climate. The eight staff roles involved are assistant superintendent, principal, English department head, social studies department head, science department head, English teacher, social studies teacher, and science teacher. The objective for each one is to use the available modes of communication to achieve a personal goal which is indicated in the role description. Two sets of memos are supplied to each participant, one set sent by him to other staff members, and one set received by him and requesting a response. Any participant can communicate with any other participant by memorandum, discussions can be held with other individual participants specified in the role descriptions, and special meetings can be called under the rules set out. One of the central issues under consideration is a proposal for using paraprofessional aides for which a grant has been obtained, and during the game there will be two referendums on the issues involved in implementing the proposal. All the material needed for the simulation is included in the document. (SP 004 893, 894, and 895 are related documents.) (MBM)

ED 051 091 SP 004 893
Inservice Training Design Simulation.
Massachusetts Univ., Amherst. School of Education.
Pub Date 70
Note—16p.; from the Leadership Training Institute for School Personnel Utilization
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Differentiated Staffs, Elementary Education, *Elementary School Teachers, Games, *Inservice Teacher Education, *Simulation, *Teacher Education, Workshops
This exercise simulates the process of planning for inservice training. It compresses what would typically involve many weeks and interaction with large numbers of people into a 10-hour exercise. The simulation requires that a planning group of 10 members formulates a plan for the 65 staff members of an elementary school, given the constraints of an inservice training budget, a school calendar, and a limited amount of consultant help. Recommendations are to be developed for an inservice training program for the 1970-71 school year that will prepare the school staff to implement differentiated staffing in 1971-72. The information from which the team will work is contained in a memo from the "District Advisory Group" and includes a statement of the planning group's task, a set of criteria to consider in planning an inservice training program, a task breakdown for the elementary school's future operations, a description of four staff roles which will be included in the plans, the elementary school calendar for 1970-71, and inservice training budget, and a summary report on the school personnel. The four phases of the exercise are planning, evaluation and analysis, plan modification, and reports and analysis. (SP 004 892, 894 and 895 are related documents.) (MBM)

ED 051 092 SP 004 894
Instructional Planning Simulation.
Massachusetts Univ., Amherst. School of Education.
Pub Date 70
Note—37p.; From the Leadership Training Institute for School Personnel Utilization
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Differentiated Staffs, Elementary Education, *Elementary School Teachers, *Inservice Teacher Education, *Simulation, *Teacher Education, Workshops
This exercise simulates the planning of an instructional program for the second week of the sixth grade in an elementary school. The goal is to influence the planning so that the personal talents and interests of each member of the six person staff team will be best used in the planned activities. The six staff roles are senior instructor, instructor, two associate instructors, intern, and paraprofessional. The simulation is 2- to 3-hour exercise broken down into three phases: 1) orientation including study of the school handbook, short term objectives, building space, student achievement profiles, supplementary information on student attitudes, and descriptions of ten students; 2) first planning session, at the end of which the curriculum activities form for the week should be completed; and 3) second planning session, in which each person on the team will outline the activities he will engage in during the week on the Staff Responsibilities Form, and the team will also complete the room arrangement plans. Forty-five minutes will be spent in analyzing the simulation with the game warden. All the material used in the simulation, with the exception of the handbook, is included in the document. (SP 004 892, 893, and 895 are related documents.) (MBM)

ED 051 093 SP 004 895
The School Planning Game. Description and Rules.
Massachusetts Univ., Amherst. School of Education.
Pub Date 70
Note—68p.; from the Leadership Training Institute for School Personnel Utilization
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Differentiated Staffs, Games, *Inservice Teacher Education, *Secondary Schools, *Simulation, *Teacher Education
This exercise simulates the planning of a differentiated staffing prospectus for a high school. The objectives are 1) to develop a program of differentiated staffing based on educational needs; 2) to identify critical organizational variables; 3) to experience the difficulties of group decision making; and 4) to develop a training strategy. The exercise involves five 2-hour sessions, with 1-hour analysis session. The roles involved are associate superintendent, assistant superintendent (budget and personnel), principal, vice principal, counselor, English department head, math department head, teacher, parent, and student. Each member of the team is expected to contribute to the development of the final prospectus during the five planning sessions. The associate superintendent is chairman of the group and ultimately responsible for the quality of the product. The material required for the simulation is included in the document: 1) history of the Columbia area; 2) description of East High School; 3) memo from the superintendent outlining the program; 4) role descriptions; 5) outline of study on differentiated staffing; and 6) resource articles. (SP 004 892, 893, and 894 are related documents.) (MBM)

ED 051 094 SP 004 898
Theimer, William C., Jr. Locke, Marvin E.
Learning to Help Them Learn; An Evaluation of Professional Development Centers, 1969-70.
University of the Pacific, Stockton, Calif.
Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.
Pub Date 70
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Differentiated Staffs, Educationally Disadvantaged, *Elementary School Teachers, *Inservice Teacher Education, *Mathematics Instruction, *Reading Improvement, *Teacher Improvement
Identifiers—Professional Development Centers
Professional Development Centers (PDC) were established to improve the instructional skills of classroom teachers in grades K-6 whose pupils from low socio-economic backgrounds were achieving below grade level in reading and mathematics. Additional personnel trained in the program included aides, student teachers, elementary administrators, and replacement teachers needed to free the classroom teachers for their training cycle. The goals of the program were 1) to improve the instructional competencies of teachers, and 2) to raise the achievement level of the educationally disadvantaged child in reading and mathematics by 1.5 years for each year of instruction. All school districts involved conducted four cycles during the regular school year as well as a summer school program. In each cycle certain activities were carried out by all centers, while some activities were unique to particular centers. The five individual projects were located in 1) Compton, Enterprise, and Willowbrook School Districts; 2) Fresno City Unified School District; 3) Long Beach Unified School District; 4) Oakland Unified School District; and 5) Richmond Unified School District. The situation, objectives and program, and evaluation are provided for each. Recommendations are made for the future development of the centers. (MBM)

ED 051 095 SP 004 903
Excellence in Teacher Education. 1971 Distinguished Achievement Awards Program.
American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 71
Note—42p.
Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Elementary School Teachers, Field Experience Programs, *Individualized Programs, *Inservice Teacher Education, International Education, Preschool Teachers, *Preservice Education, Program Descriptions, Rural Education, Secondary School Teachers, Student Teaching, *Teacher Education, Teacher Exchange Programs, Urban Teaching

This booklet contains brief descriptions of all the teacher education programs submitted in competition for the Distinguished Achievement Award (DAA) of the American Association of Colleges for Teacher Education. The 1971 DAA was awarded to Weber State College in Ogden, Utah, for its "Individualized, Performance Based Teacher Education Program." Of the 71 other programs submitted, four programs received special mention, and five were awarded a certificate of recognition. In addition, a Special International Award, inaugurated in 1971, was given to Wayne State College, Wayne, Nebraska, for its student and teacher exchange program with Scandinavian countries. Descriptions of 15 other programs submitted for the Special International Award are also included. Most of these programs involve exchanges with foreign countries or special comparative education courses. (RT)

ED 051 096 SP 004 904
Gage, N. L.
Three Pressing Concerns of Educational Research.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-2-0252
Pub Date Mar 67
Contract—OEC-6-10-078
Note—16p.; Research Memorandum No. 1.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culturally Disadvantaged, Disadvantaged Youth, Educational Development, *Educational Research, Educational Researchers, Professional Training, *Research Needs, Teaching Methods
Identifiers—Bronfenbrenner (U)

This paper predicts three directions toward which educational research should focus in the future. First, education for the culturally disadvantaged needs new ideas that will produce effects of whose educational significance there can be no doubt. The group forces that Bronfenbrenner has described as being at the basis of Soviet methods of character education may produce this kind of effect. Second, the field of educational research needs improved ways of combating the obsolescence of its workers. The formal, organized training program for senior research workers may fill an important part of this need. Third, new relationships between research and development are needed so that research may make a more positive and substantial contribution to development. (Author/RT)

ED 051 097 SP 004 905
Teacher Education in a Liberal Arts Context.
Ramapo Coll. of New Jersey, Mahwah.
Pub Date Feb 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Educational Sociology, *Liberal Arts, Methods Courses, *Preservice Education, *Secondary School Teachers, Sensitivity Training, Student Teaching, *Teacher Education Curriculum

The secondary teacher education program at Ramapo College, scheduled to begin in the fall of 1971, consists of a required 24-credit sequence of ten blocks. Each block is classified as an "inquiry block" or an "action block." Students are required to enroll in an action block for each corresponding inquiry block. Inquiry blocks cover sociology of education, psychology of education, philosophy of education, curriculum development, and teaching methods. Corresponding action blocks provide for field experiences in the community, sensitivity training, writing of research papers, curriculum and instructional materials development, and student teaching. Options in student teaching include teaching in private schools or Job Corps centers, student teaching abroad, or team teaching. In accordance with the school's philosophy of emphasizing preparation in the liberal arts, prospective teachers will not be able to major in education. (RT)

ED 051 098 SP 004 910
Johnson, William D. Pancrazio, Sally B.
The Effectiveness of Three Microteaching Environments in Preparing Undergraduates for Student Teaching.
Pub Date 71
Note—9p.; Paper presented at annual meeting, AERA, New York, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Cross Age Teaching, Education Majors, *Evaluation, *Microteaching, *Peer Teaching, Student Teachers, Student Teaching
Identifiers—Illinois Teacher Evaluation Questionnaire, Illinois Teacher Performance Appraisal Scale

Three microteaching formats were compared: microteaching with peers, microteaching with university freshmen, and microteaching with high school pupils. Thirty social studies methods students were assigned to one of the three formats for six experiences. Each experience included periods of instruction and practice. Assessments were made at the end of microteaching by a panel of graduate assistants using the Illinois Teacher Performance Appraisal Scale, and at the end of student teaching by pupils using the Illinois Teacher Evaluation Questionnaire. Significant differences at the completion of microteaching favored peer teaching, but microteaching with high school pupils was associated with superior performance at the end of student teaching. It appears easier to obtain desired training effects through peer teaching, but these effects do not seem to transfer to student teaching. (Author/RT)

ED 051 099 SP 004 916
Trinchero, Robert L. Shavelson, Richard J.
The Stanford Secondary Teacher Education Program 1959-1969: A Preliminary Analysis of Graduate Career Patterns.
Pub Date 71
Note—26p.; Paper presented at annual meeting, AERA, New York, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Graduate Surveys, School Demography, Teacher Background, Teacher Characteristics, *Teacher Persistence, Teacher Qualifications

This paper reports the results of a longitudinal study of graduates of the Secondary Teacher Education Program (STEP) 1959-1969. The sample included 94.6 percent (N=901) of all graduates during the 10-year period. The information collected was analyzed to answer the following questions: 1) How many graduates are in secondary teaching, other education-related positions, and non-educational occupations? 2) Are there differences among the three above-mentioned career groups in their evaluation of the STEP experience, in their performance on pre-admission measures, and in their personal characteristics profiles? 3) What are the teaching situations of secondary school teachers who graduated from STEP? 4) What are the reasons given by those who left teaching, and can critical attrition years be identified in terms of those reasons? Results are discussed in reference to teacher selection, training, and placement. (Author/LP)

ED 051 100 SP 004 961
Report of the Utah Project in Ethiopia.
Utah Univ., Salt Lake City.
Pub Date 70
Note—16p.; 1970 AACTE International Education Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Interinstitutional Cooperation, *International Programs, Preservice Education, *Professional Education, Secondary School Teachers, *Teacher Education, Teacher Educator Education, Trade and Industrial Teachers
Identifiers—*Ethiopia

Since June of 1962, the University of Utah, in cooperation with the United States Agency for International Development and the Ethiopian Government, has helped to build a faculty of education at the Haile Sellassie I University in Addis Ababa, Ethiopia. The assignment has included two projects. The first was for preparation of junior-secondary and secondary school teachers, teachers to staff the Teacher Training Institutes, and supervisors and directors. That project was completed on July 1, 1968. The second project, which was initiated on July 1, 1966, was for the preparation of technical and industrial education teachers for the secondary and technical schools of Ethiopia. That project will terminate in July 1971 when an Ethiopian with a Ph.D. in technical education will become chairman of the technical teacher education department; other Ethiopians who are presently studying in the United States will completely staff the department. (Author/RT)

ED 051 101 SP 004 966
Teachers for the Rural World.
Idaho State Univ., Pocatello.
Pub Date [70]
Note—12p.; 1971 entry for AACTE Distinguished Achievement Award
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College School Cooperation, Field Experience Programs, *Field Instruction, *Individualized Instruction, *Preservice Education, Programed Instruction, *Rural Schools, Teacher Education Curriculum

This program is a cooperative arrangement between the College and a consortium of 53 school districts--over one-half the districts in Idaho--to train longtime residents who have at least 2 years of college education who would remain in their districts to provide continuity to each school's professional staff. The curriculum consists of over 200 programed modules composing 12 courses which can be completed in the local community with off-campus supervision from the College of Education. University credit is given at the successful completion of all programed courses. Approximately 10 hours per week of varied observation and participation experiences are individually organized for each candidate in local schools. Master teachers in each school were trained to supervise the field experiences and professional study of candidates. Courses needed by trainees to fulfill deficiencies in major and minor teaching areas are made available by extension services, correspondence study, or summer courses. Evaluation of the program's first year by an outside team indicated that it was successful in achieving its goal. Plans for the second year included the use of microteaching and the minicourses developed by the Far West Laboratory for Educational Research and Development. (RT)

ED 051 102 SP 004 967
Krosky, Roy T. And Others
Teacher Training Experience for Inner City Schools.
University of Northern Colorado, Greeley.
Pub Date 70
Note—78p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Cultural Differences, *Field Experience Programs, Inner City, *Preservice Education, Self Actualization, *Teacher Education, *Urban Schools
Identifiers—Bureau of Indian Affairs

This training program has been developed to prepare teachers for working with children from culturally diverse backgrounds by providing early opportunities for classroom experience and direct relationships with pupils, teachers, administrators, parents, and citizens in urban communities. The program is based on self-discovery and self-actualization achieved by meeting personal challenges. Much of the first 4 weeks of the quarter is spent in concentrated study in areas related to specific course offerings. A community advisory board has been established in each of the communities in which participants live and work to help design activities and serve as liaison. An important activity in the field experience, which is described in detail, is a one-week camping trip to the Four Corners area of the Southwest, with daily visits to Bureau of Indian Affairs and community schools, hiking, camping, and discussions. Other field experience activities include a 5-week live-in experience in an inner-city neighborhood, at least one-half of each day for a 5-week period working with inner-city children as a teacher-assistant, active participation in the work of public and private agencies in the community, and seminars coordinated with both types of field

experience to provide a basis for the solutions to the sociological, psychological, and educational problems encountered. (MBM)

ED 051 103 SP 004 968

An Exchange Program in Teacher Education for British and American Students.

Connecticut Univ., Storrs. School of Education.

Pub Date 70

Note—14p.; 1971 AACTE International Education Award entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Education Majors, Elementary Education, *Field Experience Programs, *International Programs, *Preservice Education, *Student Exchange Programs, *Teacher Education

Identifiers—England

The University of Connecticut-Keswich Hall College exchange program is a 7-week experience which offers British and American students and faculty the opportunity to learn first-hand about the education and culture of another country. American students go to England from June 1 until mid-July, while British students come to the United States from September 1 until mid-October. Features of the program are 1) direct involvement and participation of students in elementary schools in the host countries; 2) opportunities for crosscultural understanding through the "host family" plan and visitation program; 3) participation of graduate students as "overseas assistants"; 4) cooperative fiscal investments of local schools and the university without outside funding. The program began in 1968 with 13 students participating from each college. It has been offered continually since that time with the number of students growing to 30 per year. (An appendix to the report contains comments on the program by British and American students.) (RT)

ED 051 104 SP 004 970

Preparing Researchers in Urban Pre-Secondary Education.

University of South Florida, Tampa. Coll. of Education.

Pub Date 70

Note—17p.; 1971 AACTE Distinguished Achievement Award entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Doctoral Programs, *Educational Development, *Educational Researchers, Elementary Education, Research Needs, *Research Skills, Research Utilization, *Urban Schools

In planning the first doctoral program in education at the new University of South Florida, the guiding purpose was to create a significant innovation recognizing among other things that 1) urban schools are society's most difficult education problem, for which effective research offers hope for solutions, 2) the college is involved in urban schooling, 3) its newness and growth permit flexibility, 4) the college has great faculty strength for the pre-secondary age group, 5) an initial research emphasis should strengthen subsequent doctoral programs, and 6) a different program for preparing researchers is imperative. The goal of the program is to produce research "statesmen" able to ask significant questions and obtain information leading to better learning experiences. In addition to extensive statistics, research design, measurement, evaluation, computer language, psychological and societal foundations, there are inter-disciplinary programs in urbanology; demographic analysis; social science methodologies; systems approaches in education; management principles; and a cross section of elementary education including reading, early childhood, child guidance, exceptional children, etc. A guided internship of one year is in the urban school systems or other agencies such as Model Cities. The present continuing evaluation will be supplemented by an extensive follow-up in subsequent years. (Author/MBM)

ED 051 105 24 SP 004 973

Lightsey, Ralph

Research Development in Professional Education. Final Report.

Georgia Southern Coll., Statesboro.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-D-049

Pub Date Sep 70

Grant—OEG-1-7-070049-4239-010

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Education, Educational Improvement, *Educational Research, *Research Projects, *Teacher Education, *Teacher Educator Education, *Teacher Improvement

This project began as a united effort by Georgia Southern College, Savannah State College, Armstrong State College, Augusta College, and Middle Georgia College, all located within 100 miles of the headquarters at Statesboro. The project was designed to improve teacher education programs by making research an integral part of the work, assisting the five institutions in recognizing research as a proper function, developing their potential in this area, and strengthening their teacher education programs through research findings. Research activities included inter-institutional, intra-institutional, and individual efforts and were encouraged by providing released time, secretarial assistance, and materials and supplies. Although very little attention had been given to research prior to this project, the results were extremely gratifying. Thirty-nine research projects (listed in the appendix) were carried out during the 3-year period, with nearly all the faculty members in professional education involved. Special efforts are being made to make research an integral part of the total academic program and to spell out the purposes and goals in teacher education in terms of behavioral objectives. Each institution has a research committee which emphasizes and coordinates research activity. Since Georgia Southern had an established graduate program at the beginning of the project, it probably benefited more than the other institutions. (MBM)

ED 051 106 24 SP 004 976

Fields, Ewaugh F. And Others

Analysis and Evaluation of Undergraduate Research Training Projects. Final Report.

Drexel Univ. Consortium, Philadelphia, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-0-9044

Pub Date Mar 71

Contract—OEC-0-70-4954(520)

Note—168p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Development, *Educational Research, *Educational Researchers, *Federal Programs, Researchers, *Research Skills, *Undergraduate Study

This project was undertaken to study past and current experiences in undergraduate research, development, dissemination, and evaluation (RDD&E) programs in order to suggest specific courses of action to develop models for such programs. A survey of the literature was conducted, a nationwide survey made, and data collected from the six institutions currently operating such programs. Responses indicated that little or no private foundation support exists, all programs being federally funded. The techniques employed are questionnaire surveys of program directors, field interviews and observations of programs, and documentary analysis of research proposals and reports, all of which are reported in detail. Results indicate that there is a dire need for governmental support and funding of undergraduate research training programs, since most programs were terminated when federal funds were depleted. Program directors currently operating such programs were enthusiastic; they had good ideas and plans for present and future programs. The six programs currently in existence cannot possibly supply all the paraprofessional and preprofessional educational researchers who will be needed in the next ten years. The document includes the model program prepared as a result of the research, as well as copies of the instruments used in the survey. (MBM)

ED 051 107 SP 004 980

[Teacher Education Center.]

Wisconsin State Univ., La Crosse.

Pub Date 70

Note—18p.; 1971 AACTE Distinguished Achievement Award entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, *Clinical Experience, *College School Cooperation, *Student Teaching, *Teacher Education, Teacher Supervision, Teaching Assignment, Teaching Models

As universities and colleges across the country are joining local school districts in order to develop teacher training programs in joint college-school ventures, administrative organization is a limiting problem in many quarters. At a time when the concern is for clinical experience in a school setting where teacher excellence is measured in terms of competency, we are faced with the problem of assignment and supervision. The school, with its concern for alternatives to meet individual differences, is seeking a greater role in teacher education. Assignment of student teachers to one class, setting, and teacher often results in prescriptions for teaching rather than decision making. College-school teacher training centers are being formed in many areas to provide a setting where all personnel are studying teaching. Two levels of administrative models are described--a college-school center and the Center for the Educational Professions which can house a number of college-school centers. The experimental model presented in this paper is a micro center providing an administrative structure which will respond to the concern for realistic laboratory settings and coordinated clinical experiences sessions. It is a presentation in secondary science. The Center for the Educational Professions is an administrative model responding as the cement for college-school ventures. (Author/MBM)

ED 051 108 SP 004 981

Carter, Heather L.

A Study To Determine the Value of Providing the Learner with Regularly Scheduled Assessment Items To Assess Behavioral Acquisition.

Texas Univ., Austin.

Pub Date [71]

Note—8p.; Paper presented at the Annual Meeting of American Educational Research Association, New York, 1971

Available from—Heather L. Carter, Research and Development Center for Teacher Education, University of Texas, Austin, Texas 78712

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Elementary School Teachers, Evaluation Methods, *Performance Criteria, Post Testing, *Preservice Education, *Teacher Education

This study tested the hypothesis that preservice elementary education majors given an operational definition of stated performance objectives in the form of assessment items demonstrate higher acquisition rate with respect to the described behaviors than those students not given the operational definition. The study population was two groups of students registered in a mathematics methods course. Eight weeks of instruction followed a pretest. Group A was provided with behavioral objectives before the class began and assessment items after every session. Group B was given only the objectives. A test composed of criterion items was administered to each group at the end of the second 8-week course. The scores were analyzed and significant differences were observed at the .05 level between the groups. Group A had gained significantly more of the stated behaviors. The study indicates that there is an advantage when the learners are given an operational definition of the objective in the form of assessment items. It would seem that both curriculum developers and instructors should provide the learner with such a definition at the end of every instructional sequence. The assessment should provide a careful matching with the stated objectives. Further questions are whether there is as great an advantage if the assessment items are given only on alternate occasions or on one occasion in three. (Author/MBM)

ED 051 109 SP 004 982

Cormier, William H. Wahler, Robert G.

The Application of Social Reinforcement in Six Junior High School Classrooms.

Pub Date Feb 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Classroom Observation Techniques, Disadvantaged Youth, *Economically Disadvantaged, High School Students, *Positive Reinforcement, Student Teacher Relationship, *Teacher Behavior

This study examines 1) the effects of teacher contingent and non-contingent (random) praise and/or attention on the classroom behavior of economically disadvantaged adolescents and 2) the effects of contingent praise on the non-target

members of the classroom, and explores the length of time necessary to demonstrate significant changes in behavior. The subjects were 150 eighth-grade high school students in Knoxville, Tennessee, and six teachers with several years experience. Three behavioral categories were established: appropriate, relevant, and inappropriate. Six graduate students served as observers and for each class three target and three non-target students were observed daily. The results show that contingent teacher praise and/or attention was effective in controlling behavior. Teacher praise or attention to relevant behavior in combination with ignoring disruptive behaviors increased relevant behavior and concomitantly reduced inappropriate behaviors. Non-contingent praise increased the percentage of relevant behavior for target subjects but not to the extent of contingent praise. A closer examination of the data reveals that there were individual subject differences, and generalizations about the rapidity or amount of changes in classroom behavior occurring within a specified time period are tenuous. The implication of the study is that a teacher can modify and influence the behavior of his students if he can control his own behavior. (Author/MBM)

ED 051 110 SP 004 984
Glines, Don E.
Implementing Different and Better Schools. Revised Edition.
Mankato State Coll., Minn. Wilson Campus School.
Pub Date Apr 70
Note—239p.
Available from—Campus Publishers, Box 1005, Mankato, Minn.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Change, *Educational Innovation, *Experimental Programs, *Guidelines, *School Improvement

This book is a summary of the knowledge gained during 10 years experience as teacher, principal, superintendent, and consultant. It attempts to express as enthusiastically as possible why schools must change, what changes must be made, and how they might best be accomplished by teachers, administrators, school boards, and parents in every state in America to eliminate obsolete and inferior programs. Although more than 63 innovations are briefly described, no attempt is made to provide a detailed blueprint for change, as the actual procedures vary from school to school and can easily be learned by creative staff members. The main body of the book is organized into chapters built around eight steps which can be followed in changing a school and illustrations are given for implementing change in each of the six components of a school. Eleven appendixes provide supplementary statements and suggestions about change: 1) summary; 2) outsiders' view of Wilson School, Mankato State College; 3) an example of how to start; 4) using teacher aides; 5) some educators to know; 6) schools to discuss; 7) a list of some of the organized groups supporting change in education; 8) interesting curriculum projects; 9) a bibliography on change; 10) currently needed literature on topics which are constantly requested; and 11) a series of supplementary statements about the Wilson School Program in April 1970. (ED 039 926 is a related document.) (MBM)

ED 051 111 SP 004 985
Graduate Intern Program in Elementary Education.
Wisconsin Univ., Madison. School of Education.
Pub Date Nov 70
Note—14p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clinical Experience, *College School Cooperation, *Elementary School Teachers, *Graduate Students, *Preservice Education, Schedule Modules, *Teacher Education, Team Teaching

The program was reorganized with the following objectives: 1) to provide a closer relationship between course theory and classroom practice; 2) to provide interns with more meaningful early contact with children; 3) to provide interns with controlled exposure to classroom teaching; 4) to enable interns to study the school as a social institution and business operation; 5) to provide for better utilization of school, university, and supervisory staff; 6) to interrelate on-campus methods courses through team teaching; and 7) to provide a closer relationship between school and university by using members from both facilities in teams. The program combines modular method courses involving an intensive study of a single subject followed by an intensive laboratory experience in that subject in an elementary classroom, a general seminar, laboratory and clinical experiences, and a team teaching approach in a single time unit consisting of 4 morning hours during one semester. The staff consists of a coordinator of the semester, five methods professors, and three resource teachers. The feedback obtained strongly supports the program. The interns feel much better prepared to enter the classroom, the methods professors have reacted positively to the school-university cooperation, and the resource teachers have also reacted positively. The major problem concerned role identification and function, but this was solved as the transition took place. (MBM)

ED 051 112 SP 004 987
Bowman, David L.
Reducing Freshmen Attrition and Preparing Teachers for the Disadvantaged.
Wisconsin State Univ., Oshkosh.
Pub Date 70
Note—31p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Internship Programs, Paraprofessional School Personnel, *Preservice Education, Self Concept, *Seminars, Student Attitudes, *Teacher Education, *Underachievers

This project, supported by federal, state, and local funds for 3 years, was designed to reduce the attrition of underachieving students; to develop positive attitudes toward self, others, school, and society; to increase enthusiasm and interest for teaching as a profession; and to develop interest and understanding for teaching the disadvantaged. One of the key components was the Personal Development Seminar, designed to help students understand themselves and the university and to increase their potential for success. Approximately 900 freshmen participate in the seminars each semester, with 35-40 professors. In earlier research with about 40 students experiencing academic difficulty, the pilot groups greatly improved their academic records. When matched with three other groups not in the project, they earned twice as many A's and B's and half as many D's and F's as their counterparts during a one-semester period, and their attitudes seemed to become increasingly positive. Utilizing experience gained from the project, the School of Education is experimenting with the seminar for each of the 1800 freshmen enrolled in the Orientation to Public Education course. A university academic success committee has been established, a 2-week, three-credit workshop is held in August for incoming probationary students, and a student cooperative learning center has been established by some of the original project students. (Author/MBM)

ED 051 113 SP 004 989
Ivey, Allen E. And Others
Human Interaction: A Behavioral Objectives Curriculum in Human Relations.
Massachusetts Univ., Amherst. School of Education.
Pub Date 70
Note—76p.; 1971 AACTE Distinguished Achievement Awards entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Behavior Change, *Human Relations Programs, *Interpersonal Relationship, Sensitivity Training, *Teacher Behavior, *Teacher Education, Teaching Styles

The University of Massachusetts School of Education has developed a curriculum in human relations--Human Interaction--written from a behavioral frame of reference, whose primary objective is the development of teachers who can act freely and spontaneously with intentionality. Building from materials in sensitivity training, traditional human relations programs, and behavioral psychology, the program provides a systematic, graduated set of human relations exercises which facilitate personal growth while avoiding invasion of personal privacy. Behavioral objectives have been established and tested in five hierarchical modules. Trainees first demonstrate their ability to engage in the specific behavior, then practice it or use it in their daily life, and finally teach some aspect of the module they have just learned in the university laboratory school. The model provides teachers with an important bridge between personal experience and public practice. A variety of programed texts, audiotape and videotape instructional programs, and individual and group procedures are utilized to impart the concepts of this program. Teachers who have achieved all the behavioral objectives of the program are ready to serve as peer teachers and work as course assistants during ensuing terms. Evaluation of the program in workshops presented in other parts of the country suggests the feasibility of such a program in teacher education. (Author/MBM)

ED 051 114 SP 004 991
The Lesley College Core Curriculum.
Lesley Coll., Cambridge, Mass.
Pub Date 70
Note—89p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College School Cooperation, *Cooperating Teachers, Early Childhood Education, *Elementary School Teachers, *Preservice Education, Special Education, Student Teaching, *Teacher Education Curriculum

The core curriculum described is a significant departure from typical professional programs in elementary, early childhood, and special education and is based upon a collaborative-process theory. Emphasizing integration rather than differentiation, the program merges and interrelates the campus courses, field experiences, and organizing ideas which are usually separated in traditional programs. College faculty, elementary school personnel, college senior teaching fellows, and other professionals work together as instructional teams. The college and the cooperating schools are beginning to function in genuine partnership. All participants, including the students, are involved in a continuous interaction between theoretical and practical learning. Throughout their 4 years of college, students' active participation in the elementary classroom as aides, consultants, and teachers allows them to increase their understanding of children, develop teaching skills, and test new ideas, and enables them to make better and earlier career decisions. The cooperating schools also benefit because classroom teachers are introduced to new methods and materials and are invited to attend and conduct special workshops. They also have an unusual opportunity to influence the preparation of future teachers. Evaluation of the program indicates that it is viewed as unusually successful by faculty and students at the college and in the schools. (Author/MBM)

ED 051 115 SP 004 993
Inservice Programs for Wyoming Education via Video--VERB.
Wyoming Univ., Laramie. Coll. of Education.
Pub Date 70
Note—14p.; 1971 entry for AACTE Distinguished Achievement Award
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, *Facsimile Communication Systems, Graduate Study, *Inservice Teacher Education, *Instructional Television, Telephone Communication Systems, Telephone Instruction, *University Extension, *Video Tape Recordings
Identifiers—*Victor Electrowriter Remote Blackboard

In cooperation with the Office of Extension Classes and the Continuing Education Program, the College has developed inservice teacher education courses utilizing video tapes and the Victor Electrowriter Remote Blackboard (VERB). These programs are offered for two semester units of graduate extension credit and include eleven 2 1/2-hour sessions. The first such program entitled "Legal Problems and the Wyoming Education Code," was conducted during the 1970 spring semester. A total of 71 teachers and administrators in 10 communities enrolled in and completed the program. Each session began with a 1-hour presentation by an on-campus professor on the videotape which was broadcast by cable TV systems in Wyoming. Those enrolled then met in the VERB studio in their respective communities for a 1 1/2-hour VERB session with the instructor who made the television tape for that

particular week. Evaluation of the first program by students was generally favorable as far as instruction and content were concerned. However, some mention was made of mechanical difficulties and lack of face-to-face contact with the instructor. A course entitled "Accountability in Education" is currently being conducted with 90 teachers and administrators in eight communities enrolled. (The report includes outlines of the two courses.) (RT)

ED 051 116 24 SP 004 994
Rosenshine, Barak
Interpretive Study of Teaching Behaviors Related to Student Achievement. Final Report.
Temple Univ., Philadelphia, Pa. Coll. of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-B-010
Pub Date Sep 70
Grant—OEG-2-9-480010-1016(010)
Note—163p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, *Classroom Observation Techniques, *Educational Research, Interaction, *Research Methodology, Research Needs, Research Problems, *Teacher Behavior

This report reviews the results of some 35 studies completed between 1956 and 1970 which attempted to relate systematically observed teaching behaviors to adjusted measures of student achievement. Information in each study includes investigator, date, population, time, tests used, and significant and non-significant results. The studies are divided into four categories according to the type of behavior investigated: 1) affective variables, 2) teacher cognitive behaviors, 3) flexibility and variety, and 4) amount of teacher-student interaction. In the first category, consistent positive trends were noted for use of student ideas, indirectness, and indirect/direct ratios, and a consistent negative trend for criticism. There are too few studies in the second category for any generalizations, but in the third category, variation in activities was positively related to student achievement. In the fourth category, there were consistently positive but non-significant correlations between teacher talk and student achievement. Suggestions for further research include the use of a greater variety of variables, the use of high and low inference variables in the same investigation, subdivision of variables, greater control over the relationship between instructional content and criterion measures, and greater precision in recording, reporting, and analyzing results. (RT)

ED 051 117 24 SP 004 995
Low, W. Blair Shaver, James P.
Open-Closed Mindedness of Students in Teacher Education and in Other College Fields. Final Report.
Utah State Univ., Logan. Bureau of Educational Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-H-011
Pub Date Mar 71
Grant—OEG-8-70-0005(509)
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Authoritarianism, *College Majors, *College Students, *Dogmatism, *Education Majors, Females, Males, Student Attitudes, Student Characteristics
Identifiers—Rokeach Dogmatism Scale, Rokeach F Scale

This study found no overall significant differences in open-closed mindedness between students majoring in education and those majoring in other fields as measured by the Rokeach D and F Scales. The sample consisted of 1,016 junior and senior students from Utah State University (USU) and 893 from Weber State College (WSC). At USU, differences among the means of the various majors were not significant for the D or F Scales, nor was the difference among the majors significant for the D Scale means for WSC. On the F Scale at WSC, however, the mean score for education majors was found to be significantly higher than the mean for social science majors. An additional analysis compared prospective secondary teachers and non-teachers in each academic major. There were no significant differences at USU, but at WSC non-teaching engineers scored significantly lower than did engineers who planned to obtain teaching certificates, while English non-teachers scored significantly higher on the D Scale than their teaching counterparts. Further analysis of data involved the factors of sex, city size of childhood residency, religion, church attendance, and state of childhood residency. The only overall significant difference found was for sex, with male students at each institution scoring higher than female students on both scales. The conclusion is that in general students entering teaching are no more closed minded than other college students. (RT)

ED 051 118 24 SP 004 996
Morford, John A. Swegan, Donald B.
The Improvement of Student Teaching Through a Consortium of Greater Cleveland Schools and Colleges. Vol. 1-3. Final Report.
Cleveland Commission on Higher Education, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-E-181X
Pub Date Oct 70
Grant—OEG-0-8-000181-1899(010)
Note—493p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*College School Cooperation, *Cooperating Teachers, *Student Teachers, Supervisory Methods, *Teacher Educator Education, *Teacher Orientation

This three-volume report describes a research project which had the following objectives: 1) to improve the orientation programs for cooperating teachers who work with student teachers; 2) to improve procedures for selection and utilization of cooperating teachers in schools which accept student teachers; and 3) to develop experimental, innovative approaches to better college supervision of student teachers. Volume 1 describes the administrative and policy structure, the history of the student teaching improvement project, research activities, and the outgrowths of the project, which included improved interpersonal relations and orientation practices. Three appendixes give information on the structure of the committees, the project newsletter, and published non-research materials. Volume 2 contains 1) an analysis of student teaching in metropolitan Cleveland, 1967-1968; 2) a follow-up study of 1967-1968 student teachers in the Greater Cleveland Cuyahoga County area; and 3) a follow-up study of intermediate-grade student teachers in Cuyahoga County. Volume 3 contains 1) a report on a workshop orientation program for cooperating teachers; 2) an evaluation of the distribution and use of project audio-visual materials; 3) a conceptual teacher education center model; 4) the use of personality and attitude factors; 5) improvement of secondary school-college articulation in science education; and 6) a modern approach to chemistry laboratory experimentation at undergraduate level. (MBM)

ED 051 119 SP 004 999
Allen, Dwight W. Kline, Lloyd W.
Differentiated Staffing.
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, *Differentiated Staffs, *Noninstructional Responsibility, *Staff Utilization, *Student Role, *Teacher Role, Teaching Models

The traditional educational structure requires the teacher to be part bookkeeper, part clerical assistant, and part psychologist, among other roles, while his salary scale is based on length of service. Differentiated staffing offers ways of changing this pattern. The details of differentiated duties are largely a matter of local option and available resources, and local priorities and criteria must be established. Three interesting questions are 1) What are we now doing within our school program, whether we recognize it or not, that makes use of different kinds of skill, responsibility, and reward? 2) What responsibilities have been established in other fields that could be recognized as worth initiating in education? and 3) What responsibilities or skills might be identified or generated or created as education seeks new structures, new patterns, new roles, perhaps even new purposes? Many potential models can grow from modifying the present staffing model with help provided by clerks, proctors, and technical, teaching and research assistants. Clerical services could be expanded or elaborated, and the use of team teaching could be increased. Students could be used as a systematic and constructive teaching resource. Other models could group students in platoons, each with its own leader, or use "village fair," "bread man," "road show," or "assembly line" techniques. Community resources could also be more widely used. (MBM)

ED 051 120 SP 005 000
English, Fenwick W. Zaharis, James
How To Build a Model of Staff Differentiation. A Step by Step Guide in the Development of a Situational Specific Site Model of Differentiated Staffing.
Claremont Graduate School, Calif.
Pub Date 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making Skills, *Differentiated Staffs, *School Districts, *School Organization, *Staff Utilization

This publication is designed for use with local school district staff members to provide information concerning the development of differentiated staffs on the basis of functional requirements. It is quasi-programed to provide stimuli to search for new alternatives to staff organization. After defining the terms, the authors consider the various kinds of organization and the staffing patterns needed in the client-centered school system. Work specialization and the way in which it relates to instructional improvement are discussed. Another section deals with personal orientation to teaching, ranging from extreme task orientation to extreme people orientation, and a model is proposed which would provide a balance between these extremes. The relationship between commitment and performance is also considered, as well as ways of improving team decision making. The document concludes with two group activities and a brief annotated bibliography. (MBM)

ED 051 121 SP 005 008
Hull, Ronald E. Driscoll, Robert L.
Student Strike: An Educational Career Decision for Student Teachers.
State Univ. of New York, Fredonia. Coll. at Fredonia.
Pub Date May 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Cooperating Teachers, Security, *Strikes, *Student Attitudes, *Student Behavior, Student School Relationship, *Student Teaching

This study was conducted primarily to provide feedback to the professional staff about the student strike of May 1970 and its implications for the student teaching program. It examined the following questions: 1) What general factors were considered important in making a career decision brought about by social unrest? 2) What was the rationale on which the decisions were based? 3) What was the nature of the conflict experiences in arriving at the decision? The subjects were in the last month of their student teaching field experience at the time of the strike and 101 of the 151 involved responded to the questionnaire. Responses showed little evidence that the subjects acted in accordance with the values of the new culture. All but three continued their teaching and the group generally was guided by occupational success motives and the punitive nature of their supervisors. The sample was clearly oriented toward job security, much like those who now make up the teaching group in America. The study shows that the "system" is not very receptive to the neophyte who wants to take an unpopular position based on his values. Recommendations are 1) the establishment of a student teaching committee to develop programs reflecting the concerns of all participants; 2) the development of an internship program where the student is responsible solely to the school system; 3) the creation of a contractual agreement specifying the student teacher's responsibilities; and 4) the continuation of situations providing role conflict as a learning experience. (MBM)

ED 051 122 SP 005 009
Reilly, Anthony J. And Others
The Ann Arbor Public Schools Participative Model In-Service Staff Development Project. Terminal Report.

Ann Arbor Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Dec 70
Grant—OEG-0-9-324128-2008(725)
Note—313p.
Available from—Office of the Superintendent, the Ann Arbor Public Schools; 1220 Wells Street, Ann Arbor, Michigan 48104
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administrative Change, *Administrative Organization, Administrative Problems, *Administrator Attitudes, *Change Agents, Seminars, Staff Improvement, *Workshops

This project became operational in April 1969 and was planned to have two phases operating at least until January 1971. The first phase, an administrative workshop combined with the collection and feedback of data, was completed in December 1969. With the support of supplementary funding after the original funding was curtailed, the second phase involved change seminars and the development of change projects. The project's long run impact cannot be effectively assessed unless follow-up studies are conducted in the near future. The objectives of the project were 1) to develop and strengthen the interdependence of members of the school's staff; 2) to develop a collaborative process of working on the problems facing individual schools; 3) to develop a continuing personal and team commitment to growth and organizational development; and 4) to develop the necessary skills within the school team to be able to carry on the process of organizational renewal. The document gives details of the planning, resources, participants and staff, administrative workshops, change seminar, and change-team activities, followed by a summary and conclusions. Extensive appendixes document the three workshops and seminar, and include the various instruments employed and the questionnaires used for evaluation. [This supersedes ED 046 879.] (MBM)

ED 051 123 24 SP 005 010
Teacher Influence Patterns and Pupil Achievement in the Second, Fourth, and Sixth Grade Levels. Vols. 1 and 2. Final Report.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1055
Pub Date Dec 69
Contract—OEC-4-10-243
Note—592p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Analysis of Variance, Classroom Observation Techniques, Data Analysis, Data Collection, *Educational Research, Inservice Teacher Education, *Interaction Process Analysis, *Student Teacher Relationship, *Teacher Behavior, *Teacher Influence

The first volume details the procedures used in second, fourth, and sixth grades and inservice training projects and their results; the second presents data on achievement, attitude, and interaction analysis. The purpose of the project was to test some theoretical principles of teacher influence with particular emphasis on different patterns which occur in different teaching situations. The four main objectives were 1) to collect normative data; 2) to analyze verbal interaction patterns, at three grade levels, in classrooms that score above and below average in pupil achievement and positive pupil attitudes; 3) to develop procedures and equipment to tabulate coded interaction data directly into a matrix; and 4) to work with a small group of teachers to help them modify their teaching behavior and to identify models of classroom interaction. The results are discussed in detail under four headings: 1) teaching effectiveness as a field of knowledge; 2) helping a teacher change his teaching behavior; 3) outlining the contributions which the project makes for those who conduct research; and 4) describing some of the contributions of this project for the classroom teacher. Appendixes to volume 1 include the achievement and attitude tests used for each grade, the inservice training instruments, and the analysis of covariance for the sixth grade. (MBM)

ED 051 124 SP 005 012
Marland, S. P., Jr.
A New Order of Educational Research and Development.
Pub Date Apr 71
Note—17p.; Speech presented before Univ. of Conn. chapter of Phi Delta Kappa, Storrs, Conn., April 12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Educational Administration, Educational Development, *Educational Research, *Federal Programs, Research Projects
Identifiers—National Foundation for Higher Education, *National Institute of Education, NIE

Before discussing plans for the National Institute of Education (NIE), the author briefly reviews some of the research products of the Office of Education including the comparative school mathematics program, individually prescribed instruction, microteaching, intermediate science curriculum study, and Sesame Street. The Institute will be a separate agency within HEW, responsible for the planning and direction of research and development at all levels of schooling. The director, who will be a Presidential appointee, will be assisted by a National Advisory Council. There will be at least two kinds of functioning groups--task forces addressing major problems and study groups seeking to understand the nature of the processes of education at a deeper level. The Institute's objectives will include 1) seeking new knowledge and insights into educational experience through basic research; 2) seeking useful alternatives in educational practice; 3) strengthening the research and development capability through the stimulation and training of new scholars; and 4) undertaking the invention and perfection of ways to deliver educational innovations known to be successful. The Institute will assume most of the activities now conducted by the National Center for Educational Research and Development. The new National Foundation for Higher Education will encourage the demonstration and adoption of promising practices in higher education. (MBM)

ED 051 125 24 SP 005 013
Blakey, Millard L.
The Relationship Between Teacher Prophecy and Teacher Verbal Behavior and Their Effect upon Adult Student Achievement. Final Report.
Florida State Univ., Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-D-012
Pub Date Aug 70
Grant—OEG-4-70-0014(057)
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Communication, *Expectation, Nonverbal Communication, *Prediction, *Predictive Ability (Testing), *Teacher Attitudes, Verbal Communication

The study investigated the role of verbal cues in the communication of the self-fulfilling prophecy phenomenon. Specifically, the purpose was to determine the relationship between 1) teachers' verbal cues to students and teachers' prophecies, 2) teachers' verbal cues to students and student achievement, and 3) teachers' prophecies and student achievement. The reading subtest of the Wide Range Achievement Test was used to obtain pretest scores on students in an Adult Basic Education center. Four groups of experimental and control subjects with equal numbers of high and low scores were used, but the four randomly assigned teachers were led to expect high achievement only from the experimental subjects. The Flanders observation schedule was used to record verbal cue data over a period of 10 weeks. Results revealed significant relationships between prophecies and verbal cues and between prophecies and achievement, but not between verbal cues and achievement. The outcomes suggested that a teacher may use more indirect influence with students for whom he holds high expectations, thereby encouraging the student to participate and increasing his freedom of action. Suggestions for further research included a study designed to simultaneously examine and assess the relative inputs and effects of the several most probable modes of bias communication. (MBM)

ED 051 126 24 SP 005 017
Accomplishments '70.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Contract—OEC-6-10-078
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Educational Administration, *Organizational Climate, *Teacher Education, *Teaching Skills

This annual report examines the accomplishments during 1970 of three programs. The first program was to improve the organizational and administrative environment for teaching. Its subsidiary projects were 1) the organizational context of teaching; 2) professional socialization of the teacher; 3) attitudes of teachers toward their occupation; 4) case studies of the teacher's role in traditional and innovative elementary schools; 5) organizational change; 6) the teacher in the authority structure; 7) the social context of teacher-student relations; and 8) characteristics of effective teachers and the distribution of teacher services. The second program's objective was to improve the effectiveness of teachers in motivating, engaging, and fostering the achievement of students from low income areas. The projects were 1) educational community organization; 2) teacher training--standard English as a second dialect; 3) developing problem-solving skills through students teaching students; 4) teacher training programs for disadvantaged schools; and 5) the impact of educational technology. The objective of the third program was to define, analyze, and develop means for promoting heuristic teaching and learning. Its projects were 1) training studies; 2) microteaching and intern data bank; 3) uncertainty studies; 4) personal competencies; and 5) reinforcement or achievement behaviors in disadvantaged children. (MBM)

ED 051 127 SP 005 018
Behavioral Objectives in Education. Bibliographies in Education No. 19.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date Mar 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Bibliographies, *Educational Objectives, *Teacher Education, *Teaching Methods

This bibliography has three main sections: 1) "Books and Papers," containing 198 citations; 2) "Articles and Excerpts From Books," containing 148 citations; and 3) "Theses," with two citations. Sources consulted in preparing the bibliography include the British Education Index, the Canadian Education Index (CCRE), the Cumulative Book Index (Wilson's), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), the Education Index (Wilson's), Education Studies Completed in Canadian Universities (CEA), Research in Education (ERIC), and Research Studies in Education (Phi Delta Kappa). The period covered is approximately 5 years. (MBM)

ED 051 128 SP 005 019
Leslie, Larry L.
Some Relationships Between Student Teachers' Perceptions of Cooperating Teachers and Changes in Student Teachers.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperating Teachers, *Preservice Education, *Statistical Analysis, *Student Teaching, *Teacher Education

The problem under investigation is the testing of the value of the student teacher-cooperating teacher relationship in promoting student teacher behavioral gains and the values of careful selection of cooperating teachers. The procedure used for the sorting on the major independent variable--cooperating teacher effectiveness--was to interview the student teacher at the beginning, middle, and end of his student teaching experience. The sample consisted of 50 student teachers from the University of Utah, with cooperating teachers from the Salt Lake City metropolitan area. Statistical analysis consisted of one-way analysis of variance, a few t tests, several factor analyses, and a correlation analysis. The data did not provide sufficient evidence to conclude that careful selection of cooperating teachers definitely pays dividends. Considering the severe limitations of the sample, the dissonant nature of the literature, and the methodology used in this study, further research is indicated, preferably conducted with random assignment to groups combined with pre- and post-testing. (MBM)

ED 051 129 SP 005 020
Group Process Training Materials.
Stanford Univ., Calif. School of Education.
Pub Date Apr 71
Note—25p.; Training program developed for Stanford EPDA Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making Skills, *Educational Problems, *Group Dynamics, *Problem Solving, *Training Techniques

The training program for which these materials have been developed is divided into two parts: the first is general, theoretical, and cognitive; the second is specific, practical, and applied to actual situations. The first part provides a highly structured, non-threatening learning situation, and makes extensive use of set exercises; the second reintroduces the complexities of actual tasks and personalities and generates the content of the exercises from the participating teams. The program deals with problem solving in staff differentiation, in the classroom, and in faculty-student-parent-administration-community relations. Participants twice go through the processes of problem solving and group dynamics included in the program, once to master the concepts and techniques involved, and once to apply them to actual situations. As well as an outline of the trainer's manual, the document includes the following excerpts from the training materials: 1) problem solving models, unit 2 (problem solving in groups); 2) glossary of terms for day 1; 3) block exercise; and 4) communication module, unit 4 (perception and listening skills). (MBM)

ED 051 130 SP 005 021
Duncan, John W.
Governing Board-Superintendent Expectation and Perception of the Teacher Role.
California Teachers Association, Burlingame.
Pub Date Apr 71
Note—10p.; Supplementary Research Report No. 118, a synopsis of author's doctoral dissertation, Univ. of California, 1970
Available from—California Teachers Assn., Burlingame, Calif. 94010 ($0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Boards of Education, *Expectation, Questionnaires, *Role Perception, School Administration, *Superintendents, *Teacher Role
Identifiers—Kolmogorov Smirnov Two Sample Test, Mann Whitney U Test

This synopsis describes a study undertaken to discover the extent of differing expectations and perceptions for the teacher role as viewed by two groups of educational leaders. Indications are that a more thorough understanding of superintendent and board member views and feelings concerning the teacher role is a vital requirement for the successful superintendent and board member and consequently for their school system. Twenty-six unified school districts in California with enrollments of from 10,000 to 30,000 were used. A questionnaire mailed to all superintendents and board members contained 50 teacher role statements dealing with personal relations, policy development, salaries and negotiations, personnel processes, and curriculum and instruction, with a second section requesting biographical data from each respondent. Eighty-five percent of the superintendents and 60 percent of the board members returned the questionnaire. The Kolmogorov-Smirnov two-sample test and the Mann-Whitney U Test were used in analyzing the data. The findings indicated that 1) Superintendents' and board members' expectations for the role of the teacher are in moderate agreement. 2) Their perceptions of teacher role behavior are in strong agreement. 3) Superintendents' expectations for and perceptions of the teacher role are in strong disagreement. 4) Board members' expectations for and perceptions of the teacher role are in strong disagreement. (MBM)

ED 051 131 SP 005 026
Sand, Ole
On Staying Awake: Talks With Teachers.
National Education Association, Washington, D.C. Center for the Study of Instruction.
Pub Date 70
Note—55p.
Available from—Publication-Sales Section, National Education Association, 1201 16th St., N.W., Wash., D.C. (paperbound, $1.25, clothbound, $2.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Curriculum Development, *Educational Change, *Educational Philosophy, Humanities, Teacher Responsibility, *Teacher Role, *Teaching Techniques

These five essays explore curriculum reform, the future of America's schools, inquiry-directed education, rights and responsibilities, and the roles of teachers and schools in an age of confrontation. The central theme is the role of the organized profession in educational change. In the final analysis it is the students, the teachers, and the parents all working together who will make the difference. It is they who will make education an exciting and alive process, and without whom the theories and proposals, however important, mean nothing. "On Staying Awake" stresses the importance of inquiry as the fundamental principle of learning and the need for the teacher to retain a sense of awe at the ability of the human mind. "Putting First Things Last" deals with the tendency to confuse social engineering with education and points to the danger of practice without theory. "In Search of a New Bird" asks for a new symbol of American education to replace the parrot and for freedom from the rigidities of the present educational structure. "How Much Does Gray Matter?" is a plea for more humanity and imagination, both in the school environment and in the curriculum content. "Entrances and Exits" touches in some of the issues and challenges facing the schools in the 70's. This is one of several volumes in the preliminary series of the school for the 70's program. (MBM)

ED 051 132 SP 005 028
Protecting the Profession's Interest in Ethical Conduct.
National Education Association, Washington, D.C. Committee on Professional Ethics.
Pub Date 70
Note—66p.
Available from—Publications - Sales Section, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 201-06058; single copies free)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Boards of Education, *Employer Employee Relationship, *Ethics, Negotiation Agreements, *Professional Associations, *Standards, *Teacher Associations

This publication seeks to provide reasonable and practical answers to basic questions of professional ethics and is intended to help the reader to understand the sometimes overlapping organizational relationships and to plan an orderly course of action. The four chapters cover the following topics: 1) ethical problems in teaching, defining professional ethics, implementing the code, and purpose and scope of the publication; 2) identifying problems and examining solutions, code standards related to employment conditions, administrative coercion of teachers, the local association, code standards related to matters of law, inactivity of the profession, lack of impartiality in local associations, and dealing with minor infractions; 3) professional processing of ethics complaints, exercise of initiative, role of the local association, and role of the state association; and 4) role of the local association in school district complaint processing, board authority to discipline, institutional capabilities of board, problems of lay control, advantages of joint determination, devices for influencing employers, and using the grievance procedure. Appendixes include the code of ethics of the education profession, proposed bylaw language for local associations, a condition of membership, a proposed clause conferring reciprocity in disciplinary acts, and sources of appeal. (MBM)

ED 051 133 SP 005 035
Improving Education Through: Research, Development, Demonstration, Dissemination, Training.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—OE-12041
Pub Date 68
Note—42p.
Available from—Supt. of Documents, Government Printing Office, Washington, D.C. 20402 (No. FS5.212:12041, $0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Development, *Educational Research, *Federal Programs, *Financial Support, *Research and Development Centers
Identifiers—Educational Resources Information Centers, ERIC, Regional Educational Laboratories

The annual report of the USOE Bureau of Research for fiscal year 1967 is concerned with the various projects and programs supported by the Bureau. The introduction briefly describes the objectives relating to research, development, demonstration, dissemination, and the training of researchers. The sources of funds are listed, together with the dimensions of the supported activities, which include regional educational laboratories, research center-type activities, the Educational Resources Information Center (ERIC), and educational research training programs. The main section of the report outlines some highlights of the Bureau's accomplishments. Research, development, and demonstration activities are combined under three headings: 1) improving teaching and learning; 2) curriculum improvement; and 3) school administration and services. Dissemination efforts and research training accomplishments and goals are dealt with separately. Appendixes include a description of the Research Advisory Council, and listing of the educational laboratories and participating states, the research and development centers, and the ERIC clearinghouses. (MBM)

ED 051 134 SP 005 036
Regional Educational Laboratories.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—OE-12030
Pub Date 68
Note—25p.
Available from—Supt. of Documents, Government Printing Office, Washington, D.C. 20402 (No. FS5.212:12030, $0.35)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Curriculum Development, *Educational Development, *Educational Research, *Instructional Innovation, *Research and Development Centers

This document contains progress reports on some of the ongoing activities of the Regional Educational Laboratories, whose primary objective is to create and demonstrate a variety of tested alternatives to existing educational practice. In each instance the address and region served are given, together with information on the governing board and staff and a brief outline of the programs. The 18 laboratories included are Appalachia Educational Laboratory Center for Urban Education, Central Atlantic Regional Educational Laboratory, Central Midwestern Regional Educational Laboratory, Cooperative Educational Research Laboratory, Inc., Eastern Regional Institute for Education, Education Development Center, Inc., Far West Laboratory for Educational Research and Development, Mid-Continent Regional Educational Laboratory, Northwest Regional Educational Laboratory, Regional Education Laboratory for the Carolinas and Virginia, Research for Better Schools, Inc., Rocky Mountain Educational Laboratory, South Central Regional Educational Laboratory, Southeastern Education Laboratory, Southwest Educational Development Laboratory, Southwest Regional Laboratory for Educational Research and Development, Southwestern Cooperative Educational Laboratory, and Upper Midwest Regional Educational Laboratory. (MBM)

ED 051 135 24 SP 005 038
Carll, Carol G. Davis, O. L., Jr.
Verbal Teaching Behaviors of Teachers of Mathematics in Second and Fifth Grades.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0249
Pub Date Feb 70
Contract—OEC-6-10-108
Note—12p.; Report Series No. 45
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Mathematics, *Elementary School Teachers, Grade 2, Grade 5, Interaction Process Analysis, *Mathematics Teachers, *Teacher Behavior, Teaching Methods, *Verbal Communication

Identifiers—Observation Schedule and Record 5V, OScAR 5V

This study used the Observation Schedule and Record 5V (OScAR 5V) to describe and compare the teaching behaviors of second- and fifth-grade mathematics teachers. The sample included seven second-grade and nine fifth-grade teachers from three elementary schools in a medium sized city. Pupils in the participating teachers' classes were from middle class homes. Results indicated that overall mathematics teaching in the elementary school is very direct and teacher dominated. Direct behaviors constituted 56 percent of the behaviors of the second-grade teachers and 46 percent of the fifth-grade teachers. Describing was the most common teacher verbal behavior. Soliciting behaviors accounted for 33 percent of the second-grade behaviors and 26 percent of the fifth-grade behaviors. Results of analysis of variance showed several significant differences between grade levels. Fifth-grade pupils asked more substantive questions, and fifth-grade teachers reacted to pupils' responses by approval more than did second-grade teachers. Also, second-grade teachers had a higher teacher talk/total talk ratio. A comparison of results with those of a similar study in the eighth and eleventh grades indicated that the proportion of direct teaching behaviors is very stable across grade levels. (RT)

ED 051 136 24 SP 005 039

Emmer, Edmund T.

Transfer of Instructional Behavior and Performance Acquired in Simulated Teaching.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0249

Pub Date May 70

Contract—OEC-6-10-108

Note—15p.; Report Series No. 50

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Laboratory Training, *Simulation, *Student Teaching, *Teacher Behavior, *Teacher Education

The purpose of this investigation was to determine whether instructional behavior learned during a series of simulated teaching experiences using peers as students would transfer to a setting in which "real" pupils were students. Subjects were 44 undergraduate students in the secondary education program at the University of Texas at Austin. Each teacher presented a series of lessons with peers serving as students for the simulated teaching and one lesson with sixth, seventh, and eighth grade pupils as students. Four lessons were rated and coded--the first lesson, the lesson immediately preceding that using "real" students, the real pupils lesson, and the lesson immediately following that using "real" pupils. Ratings were made of the four teaching dimensions--determining readiness, clarifying objectives, motivating, and evaluating. Results indicated some behavior change during the period of simulated teaching with peers and provided some evidence that instructional behavior acquired during simulated teaching with peers will transfer to a simulated setting using actual pupils. It cannot be concluded that these results would be obtained in other settings, such as the classrooms in which these teachers will eventually be placed. The results suggest that when peers are used as students in simulated teaching, attempts should be made to occasionally use actual pupils in the simulated teaching experience. (MBM)

ED 051 137 24 SP 005 040

Peck, Robert F.

Personalized Education: An Attainable Goal in the Seventies.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0249

Pub Date Jan 70

Grant—OEG-6-10-108

Note—18p.; Report Series No. 36

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Individualized Instruction, *Individualized Programs, *Inservice Teacher Education, *Preservice Education, Research Needs, Student School Relationship, Student Teacher Relationship, *Teacher Education

This paper is a statement prepared for the General Subcommittee on Education of the Committee on Education and Labor, U.S. House of Representatives. In it the Texas R&D Center's programs in the personalization of teacher education are outlined, including examples of the process at work in experimental projects in the University of Texas College of Education and in the Austin (Texas) Public Schools. The paper reviews the present state of the art and speculates on the steps necessary to implement personalization on a wide-spread basis in the nation's schools and colleges. The paper closes with a request for continued, if not increased, support of the program, not only at the Texas Center but also wherever research and development activities are conducted that might further its implementation. (Author)

ED 051 138 24 SP 005 041

Veldman, Donald J.

Pupil Evaluation of Student Teachers and Their Supervisors.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0249

Pub Date Jun 69

Contract—OEC-6-10-108

Note—6p.; Report Series No. 17

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, *Cooperating Teachers, Secondary School Teachers, *Student Opinion, *Student Teachers, *Teacher Education, *Teacher Evaluation

This report is the first completed study from a larger project called Teacher Aides in a Secondary School. Pupils in 55 seventh-grade public school classes completed the Pupil Observation Survey Report (POSR) twice--once to describe their student teacher and once to describe the regular (cooperating-supervising) teacher. All teachers involved were female. Analyses of variance of the six factor dimensions of the POSR indicated that the student teachers were seen as more friendly, cheerful, lively, interesting, and directive, but as less poised, knowledgeable, and firmly controlling than their supervisors. The difference in general evaluation of the two groups was not significant. Correlations between the POSR scores of the student teachers and their supervisors were significant only for the factors called Non-Directive (r=.57) and Firm Control (r-.29). These results are consistent with the hypothesis that the regular teachers "set" the classroom atmosphere and activity structure before the student teacher arrives on the scene to handle the class by herself. The findings are relevant to any research employing pupil evaluation of teacher behavior and support the validity of the POSR as a specific tool for such measurement. (Author)

ED 051 139 24 SP 005 043

Hall, Gene E.

The Real World and People Teacher Education Program.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0249

Pub Date Nov 70

Contract—OEC-6-10-108

Note—31p.; Report Series No. 56

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Development, *Preservice Education, *Science Teachers, Student Attitudes, *Teacher Education, *Teacher Education Curriculum

Whereas 10 years ago the concerns of students were for improvement and achievement in the knowledge of science and for success in college, today they are concerned about the interactions between man and his environment. Teachers must be trained to cope with these new directions. A program for the education of science teachers is proposed which would combine formal training with increased interaction between faculty and students. Students selected would have had a variety of experiences, including a degree of personal failure to increase their understanding of their pupils' insecurities. The first 2 years would be a personal and exploration period, beginning with a battery of psychological and cognitive tests. During the first year the student would take three college courses, work in a tutorial program, and work in three blue collar jobs. The second year would include either three or six additional college courses, three white collar jobs, and work with children of various ages. At the end of this year a decision would be made on the student's future career. The third and fourth years would include science and methods courses and work in a team as teaching assistants. In the fifth year, the student-faculty team would be responsible for the total program for a group of high school students. Every 5 years the team would return to the campus for further studies. (MBM)

ED 051 140 24 SP 005 045

Bohn Coylene And Others

A Study of Teacher Characteristics as Predictors in the Successful Implementation of an Innovative Curriculum.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—RR-8

Bureau No—BR-5-0249

Pub Date 68

Contract—OEC-6-10-108

Note—11p.; Report Series No. 12

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Effective Teaching, Elementary School Teachers, *Science Education, *Science Teachers, *Statistical Analysis, *Teacher Characteristics, Teacher Experience

A change that has taken place in the methodology of teaching science--a change from teaching to impart specific information to teaching students how to process the information of their experiences--has led to questioning whether a relationship exists between selected teacher characteristics and success in teaching such a curriculum. Factors of sex, grade level taught, school district, years of teaching experience, and academic preparation in science were examined for significance. The sample of 110 elementary teachers from six school districts were participants in an inservice teacher education program prior to teaching Science-A Process Approach. Student achievement, which was used as an index of teaching success, was assessed by administering the AAS Competency Measure at the conclusion of each exercise. A minimum of six exercises was taught by each teacher. Multiple linear regression analysis showed that the variables of sex, grade level, school district, years of experience, and hours of science accounted for 45 percent of the variance in the student achievement score. Of these, sex, grade level, and years of teaching experience made significant independent contributions to predicting teacher success. (Author)

ED 051 141 SP 005 046

Fuller, Frances F. And Others

Influence of Counseling and Film Feedback on Openness to Pupil Feedback in Elementary Teachers' Filmed Behavior.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Rep-Ser-16

Bureau No—BR-5-0811

Pub Date 67

Grant—OEG-3-10-032

Note—4p.; Proceedings of the 75th Annual Convention, American Psychological Assn., 1967

Available from—The Research and Development Center for Teacher Education, University of Texas at Austin, Austin, Texas 78712 (free)

Document Not Available from EDRS.

Descriptors—*Behavioral Counseling, *Behavior Change, Education Majors, *Feedback, *Interaction Process Analysis, *Teacher Behavior, Video Tape Recordings

Psychotherapeutic systems derived from psychoanalytic-learning and from client-centered models both predict that subjects' openness to environmental feedback will increase in the course of therapy. It was hypothesized that counseled teachers would become more open to feedback from pupils than control teachers, specifically that counseled teachers would decrease their lecturing, directing, and encouraging and increase questioning, accepting ideas and feelings, and correcting more than non-counseled controls. Using a sample of 77 female elementary education majors, one control group was compared with three pooled experimental groups receiving

different combinations of counseling and feedback. Both pre-post changes and experimental-control differences were observed in coded sound films of teaching. At the end of the preparation, the total group became more indierct. Although both controls and experimentals lectured less and questioned more in post than they had in pre films, the pooled experimental group changed significantly more than controls on both lecturing and questioning. Other pre-post change differences were in the expected direction. It was concluded that psychological feedback through counseling enhanced changes toward behaviors characteristic of more highly rated teachers. (Author/RT)

ED 051 142 SP 007 163
Guide Book, Kindergarten.
Cheyenne Public Schools, Wyo.
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art, *Curriculum Guides, *Early Childhood Education, Handwriting, *Kindergarten, Language Arts, Literature, Music, Numbers, Physical Education, *Program Planning, Reading, Social Development, Speech Improvement
GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social living, language arts, literature, reading, numbers, handwriting, art, music, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 18 short chapters. In addition to the various curriculum subjects, they include the arrangement of the daily program, evaluation, speech development, a list of basic equipment, and eight sample units. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives of the program are set out in the first chapter. Specific objectives are included in the text. There is no attempt to provide formal lesson plans, but details of many activities are given for each subject and in the sample units. INSTRUCTIONAL MATERIALS: Lists of resource materials are given for each subject, and a list of basic equipment is also provided. STUDENT ASSESSMENT: The chapter on evaluation includes a check list for intellectual behavior, social development, motor control, health, and rhythm and music. (MBM)

ED 051 143 SP 007 164
Guide Book, Second Grade.
Cheyenne Public Schools, Wyo.
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, Art, *Curriculum Guides, *Elementary School Curriculum, *Grade 2, Health, Language Arts, Literature, Physical Education, Reading, Sciences, Social Studies, Spelling, Writing
GRADES OR AGES: Grade 2. SUBJECT MATTER: Reading, language arts, spelling, writing, literature, arithmetic, social studies, science, health, art, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: In addition to a chapter on each of the subjects covered, the guide includes a suggested weekly time allotment and daily program, and an appendix listing resource materials. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed in detail in each chapter, and activities for each subject are also given in considerable detail. The activities for the art lessons are set out in chart form. INSTRUCTIONAL MATERIALS: Texts and other materials needed are listed in each chapter. The appendix contains information on films and filmstrips, a children's bibliography, and a general bibliography. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

ED 051 144 SP 007 165
Guide Book, Third Grade.
Cheyenne Public Schools, Wyo.
Pub Date 68
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Arithmetic, Art, *Curriculum Guides, *Elementary School Curriculum, *Grade 3, Health Education, Language Arts, Literature, Physical Education, Reading, Science Education, Social Studies, Writing
GRADES OR AGES: Grade 3. SUBJECT MATTER: Arithmetic, social studies, language arts, spelling, writing, literature, reading, science and health, art, and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide gives suggested weekly and daily time allotments. One chapter is devoted to each subject, with additional chapters on language attainment, arithmetic enrichment, and science enrichment. The supplement provides more detailed information on the science and health program. The guide is mimeographed and spiral bound with a soft cover. The supplement is mimeographed and staple bound with no cover. OBJECTIVES AND ACTIVITIES: The objectives for each subject are set out at the beginning of each chapter, followed by a listing of suggested activities. INSTRUCTIONAL MATERIALS: Texts, films, tape recordings, records, art and science materials are listed in the appropriate chapters. There is also a general bibliography. The supplement gives details of all materials required for each activity. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

ED 051 145 SP 007 166
Guide Book, Fourth Grade.
Cheyenne Public Schools, Wyo.
Pub Date 68
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, Art, *Curriculum Guides, *Elementary School Curriculum, English, *Grade 4, Handwriting, Health Education, Physical Education, Reading, Social Studies, Spelling
GRADES OR AGES: Grade 4. SUBJECT MATTER: English, spelling, handwriting, reading, social studies, arithmetic, science and health, art, and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide devotes one chapter to each subject, with an introductory chart giving the suggested daily and weekly time allotments. The art and physical education programs are presented in chart form. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed for each subject, together with detailed suggestions for activities. INSTRUCTIONAL MATERIALS: Precise information is given on all textbooks and other material required. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 051 146 SP 007 168
Guide Book, Sixth Grade.
Cheyenne Public Schools, Wyo.
Pub Date 68
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, Art, *Curriculum Guides, *Elementary School Curriculum, English, *Grade 6, Handwriting, Health Education, Physical Education, Reading, Sciences, Social Studies, Spelling
GRADES OR AGES: Grade 6. SUBJECT MATTER: English, spelling, handwriting, reading, social studies, arithmetic, science and health, art, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide includes suggested daily and weekly time allotments and one chapter for each subject. The material on art and some of the material on social studies is presented in chart form. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives for the various subjects are set out at the beginning of each chapter. Activities are listed, sometimes in considerable detail. INSTRUCTIONAL MATERIALS: Information is given on the materials required for each subject, including texts for children and teachers, and audio-visual aids. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

ED 051 147 SP 007 169
Green, Katherine And Others
[Literature.]
Cheyenne Public Schools, Wyo.
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, Elementary Grades, *Elementary School Curriculum, *Grade 5, *Literature, *Literature Appreciation, Secondary Grades
GRADES OR AGES: K-12. SUBJECT MATTER: Literature. ORGANIZATION AND PHYSICAL APPEARANCE: The guide starts with an overview of literature topics for grades 4-12, followed by suggested activities, a list of supplementary books for elementary grades, and a table listing specific skills. The remainder of the guide deals with ten cardinal concerns and the activities suggested to develop the related skills: 1) vivid and precise reference; 2) structure--the relation of parts; 3) the speaking personality; 4) patterns and textures of sound; 5) voice and ear control; 6) eye movement and discrimination; 7) handwriting; 8) body and environment; 9) spelling and phonics; 10) library techniques. The guide is mimeographed and staple bound with no cover. OBJECTIVES AND ACTIVITIES: The objectives are outlined in the introduction to each cardinal concern. Although the guide includes general information for all grades, the detailed activities described are at Grade 5 level. INSTRUCTIONAL MATERIALS: Suggested key readings and supplementary books are for elementary grades. A brief bibliography for teachers is also included. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

ED 051 148 SP 007 170
Flynn, Louise
Yesterday's Minds or Tomorrow's? A Handbook on Creativity.
Cheyenne Public Schools, Wyo.
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art, *Creative Ability, *Creative Development, *Creativity, *Curriculum Guides, Intermediate Grades, Language Arts, Mathematics, Middle Schools, Physical Education, *Primary Grades, Social Studies
GRADES OR AGES: K-8, with emphasis on lower grades. SUBJECT MATTER: Creativity. ORGANIZATION AND PHYSICAL APPEARANCE: The greater part of the guide is concerned with the identification and encouragement of creativity. Chapter headings include: Definition of Creativity; The Creative Teacher; What Is the Creative Child Like?; How Can We Identify the Creative Child?; Method of Measuring Creativity; An Evaluation; Use of Creativity To Release Inhibitions and Talents; Evoking Thinking in a Creative Way; Problems of Developing Creativity; What Becomes of the Creative Child?; Subject Matter and Creativity; and Some Important Facilitating Procedures for the Development of Creativity. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Three general objectives are described at the beginning of the guide. Others form an integral part of the main text. Specific activities are listed for art, language arts, math, physical education, and social studies. Sample lessons include language arts, write a story, draw a picture, playing with paper, and response to mood. INSTRUCTIONAL MATERIALS: There is a brief bibliography. STUDENT ASSESSMENT: Two possible methods of evaluating creativity are included in the text. (MBM)

ED 051 149 SP 007 199
Snyder, Virginia And Others
The Classroom Music Program.
Bloomington Public Schools, Minn.
Pub Date 69
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Grade 2, Musical Instruments, Music Appreciation, *Music Education, Vocal Music
GRADES OR AGES: Grade 2. SUBJECT MATTER: Music including vocal, instrumental, and music appreciation. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one for each of the abovementioned categories. It is laid out in four columns across two pages. Column headings are goals, activities, helps for the teacher, and materials. The guide is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Behavioral objectives for each of the three categories of the program are listed at the beginning of each section. A group of activities is then listed for each objective, with suggestions on how to present the activity. INSTRUCTIONAL MATERIALS: Materials needed for the course--including textbooks, records, and equipment--are listed at the beginning of the guide. Materials needed for a specific activity are listed with the activity description. In addition, appendixes contain songs, descriptions of instruments, a glossary

of common terms and symbols, and a short bibliography. STUDENT ASSESSMENT: A sample test is included. (RT)

ED 051 150 SP 007 200
Pensinger, Carolyn J. And Others
Art Curriculum Guide. Secondary School.
Bloomington Public Schools, Minn.
Pub Date 68
Note—331p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Art Appreciation, *Art Education, *Art Products, *Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Secondary Grades

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Art. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 17 chapters in either straight text or list form, illustrated with examples of student art products. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: A philosophy of art education and related general and specific objectives are outlined in the first three chapters. The remainder of the guide contains scope and sequence charts, outlines for the course of study at junior high and senior high school levels, several suggested lesson plans for each grade level, and detailed descriptions of suggested activities in various areas of art. These areas are divided into two categories: 1) major areas, which include drawing, printmaking, painting, and three-dimensional design, and 2) related areas, which include artistic crafts, pottery, and commercial art. Suggestions for field trips, exhibitions of student products, and an outline for a course in art appreciation are also included. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. In addition the guide contains extensive lists of materials and suppliers, vocabulary lists, biographies of artists, and a 10-page bibliography of books and journals. STUDENT ASSESSMENT: No mention. (RT)

ED 051 151 SP 007 201
Molosky, Gerald And Others
Physical Education. Elementary.
Bloomington Public Schools, Minn.
Pub Date 69
Note—282p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, *Grade 6, *Physical Education

GRADES OR AGES: Grade 6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters, most of which are in list form illustrated with charts and drawings. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several introductory chapters develop a philosophy of physical education and related objectives for K-12. Charts indicating scope and sequence and suggested time allotments for K-12 are also included. One chapter describes methods of modifying specific activities for children with physical limitations and suggests procedures and forms to be used in setting up an adapted program. The major portion of the guide describes in detail specific activities for grade 6--games, gymnastics, or dancing-- with specific objectives, categorized as intellectual, physical, or social, listed for each activity. The activities are organized into a sequential one-year program. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. STUDENT ASSESSMENT: Guidelines and forms for testing and scoring students in physical fitness are included. (RT)

ED 051 152 SP 007 202
Molosky, Gerald And Others
Physical Education. Secondary
Bloomington Public Schools, Minn.
Pub Date 69
Note—370p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, *Physical Education, *Secondary Grades

GRADES OR AGES: Grades 7-10. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six color-coded units, one each for athletic skills and games, fitness testing and body mechanics, rhythmical activities, simple games and recreational activities, tumbling and apparatus, and swimming. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several introductory chapters develop a philosophy of physical education and related objectives for K-12. Charts indicating scope and sequence and suggested time allotments for K-12 are also included. One chapter describes methods of modifying specific activities for children with physical limitations and suggests procedures and forms to be used in setting up an adapted program. The major portion of the guide describes in detail specific activities in each of the above-mentioned categories, with specific objectives listed for each activity. Activity descriptions include suggestions for timing and appropriate grade levels. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. STUDENT ASSESSMENT: Each activity description includes suggestions for evaluation, which include written tests, performance tests, or subjective evaluation by the teacher. (RT)

ED 051 153 SP 007 203
Curriculum Guide, English for Grades VI-IX.
Boston Public Schools, Mass.
Pub Date 70
Note—307p.; School Document No. 2-1970
Available from—Boston School Committee, 15 Beacon Street, Boston, Mass. 02108 ($3.75, check payable to The City of Boston)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Composition (Literary), *Curriculum Guides, *English Curriculum, English Literature, Grade 6, Grade 7, Grade 8, Grade 9, *Intermediate Grades, *Junior High Schools, Language Instruction, *Middle Schools

GRADES OR AGES: Grades 6-9. SUBJECT MATTER: English. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections dealing with language, literature, and composition with the following sub-sections: 1) language--introduction, grade 6, grade 7, grade 8, grade 9, chronology, bibliography, spelling, listening skills; 2) literature--overview and teaching techniques, grade 6, grade 7, grade 8, grade 9, choral speaking; and 3) composition. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for the various topics. Suggested classroom activities and student enrichment activities are included in the text. INSTRUCTIONAL MATERIALS: References to texts and materials are given at the end of some sub-sections. There is also a bibliography, and a list of suggested texts for composition. STUDENT ASSESSMENT: The section on composition includes a brief description of evaluation techniques for the teacher. (MBM)

ED 051 154 SP 007 205
The Negro in United States History. A Resource Guide (Tentative) for Senior High School.
Boston Public Schools, Mass.
Pub Date 69
Note—101p.; A supplement to the Curriculum Guide in United States History for Senior High Schools
Available from—Boston Public Schools, 8 Beacon Street, Boston, Mass. 02108 ($5.00, check payable to The City of Boston)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*African American Studies, *Curriculum Guides, Grade 10, Grade 11, Grade 12, *Negro History, *Senior High Schools, *United States History

GRADES OR AGES: Senior high school (Grades 10-12). SUBJECT MATTER: The Negro in United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has 12 units: 1) African Background; 2) Exploration; 3) The Revolution; 4) The Constitution; 5) Westward Expansion; 6) Slavery; 7) Lincoln and Slavery; 8) The Civil War; 9) Reconstruction; 10) Search for Dignity; 11) Negro in Labor; 12) Civil Rights. Each unit has the following sections: objectives, suggested resources, audio-visual material, and bibliography. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives listed at the beginning of each unit give the main ideas to be conveyed conceptually. Activities are designed to motivate further independent study on the part of the students. INSTRUCTIONAL MATERIALS: The suggested resources include readily available materials specifically oriented to individual unit areas. The audio-visual material and bibliography for each unit give a comprehensive selection of sources offering a wide range of related material. There is also a general bibliography of 67 items. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 051 155 SP 007 206
Communism. Course of Study, Grades IX-XII.
Boston Public Schools, Mass.
Pub Date 69
Note—76p.; School Document No. 2-1969
Available from—The Department of Curriculum Development, Boston Public Schools, 15 Beacon Street, Boston, Mass. 02108 ($0.85, check payable to The City of Boston)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communism, *Curriculum Guides, Grade 9, Grade 10, Grade 11, Grade 12, History, *Political Science, *Secondary Education, *Senior High Schools

GRADES OR AGES: Grades 9-12. SUBJECT MATTER: Communism. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has five units: 1) "Historical Background of Communism," which gives a brief chronology of events from Czarist Russia to the present day and outlines the organization of the government and the Communist party; 2) "Communism in Theory and Practice," set out in parallel columns, one with quotations from the constitution, the other indicating the practice, with a brief bibliography; 3) "Communism in World Affairs," under Lenin, Stalin, and Krushchev, with a list of audio-visual material; 4) "Russia Today," which very briefly indicates politics, economy, social welfare, education, religion, and the arts and literature, with a 141-item bibliography; 5) "Communism in China," with a brief chronology of the Chinese Communist Party, a history of communism in China, a list of audio-visual materials, a 100-item bibliography, and a list of periodicals. A teaching supplement includes terms, people and places to know, student projects, and topics for class discussion. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are given at the beginning of the guide, and student activities are listed in the teaching supplement. INSTRUCTIONAL MATERIALS: Books and audio-visual materials are listed for the various units. STUDENT ASSESSMENT: No special provision is made. (MBM)

ED 051 156 SP 007 209
Fitness and Physical Education Guide, Grades K-6.
Volusia County Board of Public Instruction, De Land, Fla.
Pub Date 68
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Kindergarten, *Physical Education

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with lists and diagrams. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific skill objectives for each grade level are listed. The major portion of the guide consists of lists and detailed descriptions of activities for each grade level, subsumed under the categories of games and contests, self-testing activities, rhythmic activities, or special conditioning activities. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed at the beginning of the activity description. In addition, the guide includes a list of supplies and equipment necessary for an adequate elementary school program and a bibliography of books, pamphlets, films, filmstrips, and recordings. STUDENT ASSESSMENT: Guidelines for methods of evaluating and grading and sample evaluation charts are included. (RT)

ED 051 157 SP 007 211
Health Education Guide, Grades K-12.
Volusia County Board of Public Instruction, De Land, Fla.
Pub Date 69
Note—122p.

EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Health Education, *Kindergarten, *Secondary Grades
GRADES OR AGES: K-12. SUBJECT MATTER: Health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with diagrams and lists. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the health program are outlined in an introductory chapter. The major portion of the guide consists of a detailed content outline for each grade level, guidelines for developing teaching units, and numerous sample units. The sample units include specific objectives and lists of related activities. INSTRUCTIONAL MATERIALS: Lists of teacher and student references, audiovisual aids, and sources of materials are included. STUDENT ASSESSMENT: Guidelines for evaluation include hints on developing written tests, the use of observation in assessing student attitudes, lists of standardized tests, and a sample student health history form and health habits checklist. (RT)

ED 051 158 SP 007 212
Language Arts Guide. Kindergarten-Level Twelve.
Hazelwood School District, Mo.
Pub Date 69
Note—145p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Creative Writing, *Curriculum Guides, Debate, Dramatics, *Elementary School Curriculum, *English, French, German, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Journalism, Kindergarten, *Language Arts, Latin, Listening, Reading, *Secondary Education, Spanish, Speaking, Writing
GRADES OR AGES: Grade K-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has seven sections: 1) listening (K-12); 2) speaking (K-12); 3) reading (K-12); 4) writing (K-12); 5) special areas, including speech, dramatics, debate, creative writing, Latin, Spanish, French, German, journalism, and reading efficiency, for grades 7-12; 6) suggested lesson patterns; and 7) bibliography of suggested professional readings. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Specific objectives stated in terms of student behaviors are listed at the beginning of each unit. A list of suggested activities for helping to achieve the desired student behaviors is given for each unit. The lesson patterns give more detailed examples of activities. INSTRUCTIONAL MATERIALS: Materials and resources are listed for each unit in the sections on special areas and lesson patterns, but not for the other sections. STUDENT ASSESSMENT: Evaluation questions are given for the other units in the section on special areas. Evaluation has been omitted from the other sections as it is intended that the meeting of the listed objectives should serve as a means of evaluation. (MBM)

ED 051 159 SP 007 213
Social Studies Guide. Kindergarten-Level Twelve.
Hazelwood School District, Mo.
Pub Date Jun 70
Note—198p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, Economics, *Elementary School Curriculum, Geography, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, History, Kindergarten, Political Science, *Secondary Education, *Social Sciences, *Social Studies Units
GRADES OR AGES: Grades K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections: 1) kindergarten-grade 6; 2) required courses, grades 7-11; and 3) electives, grades 10-12. In each subsection the objectives are listed, an outline of the course is given, concepts and suggested activities are listed in two parallel columns, and evaluation questions are provided. A sample unit is included for each course, including overview, objectives, initiation of the unit, suggested activities, evaluation, selected references, and other resources. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed at the beginning of the course for each grade. Suggested activities are listed for each course, and more detailed activities are included in the sample units. INSTRUCTIONAL MATERIALS: References to books, periodicals, and audio-visual materials are included in the sample units for elementary grades and in both the general course descriptions and the sample units for secondary grades. STUDENT ASSESSMENT: Typical evaluation questions are included for each grade, with more detailed questions in the sample units. An explanation of evaluation techniques, together with sample evaluation charts, is included at the end of the section on elementary grades. (MBM)

ED 051 160 SP 007 214
Kindergarten; A Year of Becoming.
Missouri State Dept. of Education, Jefferson City.
Pub Date 68
Note—89p.; Publication No. 135G
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art Education, *Curriculum Guides, Dramatic Play, *Kindergarten, Language Arts, Mathematics Curriculum, Music Education, Physical Education, Science Education, Social Studies
GRADES OR AGES: Kindergarten. SUBJECT MATTER: Complete kindergarten program. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters. The portion which outlines the curriculum content is divided into nine types of "becoming experiences" --communicative, numerical, scientific, social, physical, musical, artistic, creative-dramatic, and audio-visual. The guide is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: Detailed lists of activities are included under each of the nine above-mentioned categories. In some categories, groups of activities are correlated with specific objectives. Guidelines for organizing a 3-hour program and several sample schedules are included. INSTRUCTIONAL MATERIALS: The guide contains an extensive list of necessary equipment and materials. There are short bibliographies at the end of each chapter or section. STUDENT ASSESSMENT: It is suggested that evaluation be limited to informal conferences with parents. Guidelines for holding conferences are included. (RT)

ED 051 161 SP 007 215
World Geography. A Guide for Teachers.
Missouri State Dept. of Education, Jefferson City.
Pub Date 68
Note—263p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, *Geography, *Grade 10, *World Geography
Grades or ages: Grade 10. SUBJECT MATTER: World geography. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 16 units covering various aspects of geography. Each unit is in list form. The guide is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with a list of about five concepts to be taught. Suggested activities are then listed under each concept. Activities consist mainly of analysis of maps and discussion. Suggested times are indicated for each unit. INSTRUCTIONAL MATERIALS: A list of different types of maps and other materials needed for the course is included in an introductory section. In addition, each unit contains a list of references for teachers and students. The guide itself is illustrated with numerous charts and maps. STUDENT ASSESSMENT: No mention. (RT)

ED 051 162 SP 007 216
Language Arts Guide; Composition and Language Study. Junior High School.
Dade County Board of Public Instruction, Miami, Fla.
Pub Date 68
Note—169p.; Curriculum Bulletin No. 6H
Available from—Textbook Dept., Board of Public Instruction, 2210 S.W. 3 Street, Miami, Fla. 33135 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Composition (Literary), *Curriculum Guides, English, Grade 7, Grade 8, Grade 9, *Junior High Schools, *Language Arts, Oral English, *Speaking, *Writing
GRADES OR AGES: Junior high school (grades 7, 8 and 9). SUBJECT MATTER: Language arts; composition and language study. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections: 1) oral composition--individual preservations and group activities; 2) language study--the nature of language, varieties of language, history of the English language, kernel sentences, and transforms; and 3) written composition--word rhetoric, sentence rhetoric, basic thought processes, principles of rhetoric, and assignments. The material in each section is sequential and not defined specifically in terms of grades. The guide is lithographed, with perfect binding and a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are not listed separately, but are an integral part of the introductory material for each unit. Activities are given in detail for each unit. INSTRUCTIONAL MATERIALS: Materials needed are listed at the end of each unit and include records, films, and books for teachers and students. STUDENT ASSESSMENT: No specific provision is made for evalution. (MBM)

ED 051 163 SP 007 217
Guidelines to Literature Study in the Junior High School.
Dade County Board of Public Instruction, Miami, Fla.
Pub Date 67
Note—149p.; Curriculum Bulletin No. 6J (Supplement)
Available from—Textbook Dept., Board of Public Instruction, 2210 S.W. 3 Street, Miami, Florida 33135 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *English Curriculum, Grade 7, Grade 8, Grade 9, *Junior High Schools, *Literature, Novels, Poetry, *Reading
GRADES OR AGES: Junior high school (grades 7-9). SUBJECT MATTER: Literature. ORGANIZATION AND PHYSICAL APPEARANCE: The contents of the guide are 1) major objectives, important aspects of the nature of literature, organization of literature study, ways of structuring reading for the individual student, implications of teaching reading skills, reading problems related to the study of literature, and suggested literature sequence; 2) seventh grade--man against nature, the novel; 3) eighth grade--frontier spirit, the comic mode; 4) ninth grade--the quest, the satiric novel. Four appendixes include suggested selections for writing essays on a novel, and a selected list of paperbound books helpful to the teacher of English. The guide is mimeographed with perfect binding and a soft cover. OBJECTIVES AND ACTIVITIES: The major objectives are set out at the beginning of the guide and more detailed objectives are given in each unit. Details of activities are given in each unit. INSTRUCTIONAL MATERIALS: Texts for each unit are specified, together with suggestions for films and outside reading. STUDENT ASSESSMENT: Suggestions are made for evaluating activities, including written assignments, discussion questions, and test topics. (MBM)

ED 051 164 SP 007 218
Safety Action; Traffic and Pedestrian Safety. A Guide for Teachers in the Elementary Schools.
Delaware State Dept. of Public Instruction, Dover.; Department of Transportation, Washington, D.C.
Pub Date May 68
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Pedestrian Traffic, *Safety Education, Traffic Accidents, *Traffic Safety
GRADES OR AGES: Elementary, grades 1-6. SUBJECT MATTER: Safety action, traffic and pedestrian safety. ORGANIZATION AND PHYSICAL APPEARANCE: After introductory material explaining the philosophy of the guide, the elementary school child, characteristics of children as related to safety, and the responsibility of the safety team, the guide has chapters on walking to and from school, school bus safety, bicycle safety, and riding to school in automobiles. An appendix includes the Delaware Motor Vehicle Code Laws related to pedestrian, bus, and bicycle safety. The guide is printed, illustrated, and staple-bound with a semi-stiff cover. OBJECTIVES AND ACTIVITIES: The objectives are described in the introductory paragraphs to

each chapter. Suggested activities are listed. INSTRUCTIONAL MATERIALS: A list of materials and services is given, including posters, bulletins, films, and manuals. STUDENT ASSESSMENT: No provision for evaluation is made. (MBM)

ED 051 165 SP 007 220
Exemplar: A Model for Social Studies Curriculum Development in Delaware, K-12.
Delaware State Dept. of Public Instruction, Dover.
Pub Date Sep 70
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthropology, *Curriculum Guides, Economics, *Elementary School Curriculum, Geography, History, Political Science, Psychology, *Secondary Education, *Social Studies, Sociology, *Thematic Approach
GRADES OR AGES: Grades K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The subject matter is divided into the following five themes: 1) Man develops within his physical and cultural environment. 2) Man functions within an interdependent society. 3) Man seeks justice and order. 4) Man experiences conflict and change. 5) Man strives for economic literacy. Each theme is taught on five levels: 1) grades k-2; 2) grades 3-5; 3) grades 6-8; 4) grades 9-10; and 5) grades 11-12. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: Fifteen major objectives for the program are set out in the introductory material. There is also a section explaining how to write effective behavioral objectives. No details of activities are included. INSTRUCTIONAL MATERIALS: No details of bibliographic or other resource materials are included. STUDENT ASSESSMENT: There is a short section explaining the purpose of evaluation and appendix A gives a detailed guide to analysis and grade placement. (MBM)

ED 051 166 SP 007 221
McBath, Patricia P. And Others
Kindergarten Handbook.
Delaware State Dept. of Public Instruction, Dover.
Pub Date Dec 69
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art, Audiovisual Instruction, *Curriculum Guides, *Early Childhood Education, *Kindergarten, Language Arts, Mathematics, Music, Physical Education, Sciences, Social Studies
GRADES OR AGES: Kindergarten. SUBJECT MATTER: Complete curriculum. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following chapters: 1) What It Means To Be a Five-Year Old; 2) Planning the Kindergarten Environment; 3) Suggestions for Particular Content Areas--Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, and Audio-Visual Education; and 4) Sources of Information. The guide is lithographed, illustrated, and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: No detailed objectives are listed. The kinds of activities recommended are described, but no attempt is made to give detailed instructions. INSTRUCTIONAL MATERIALS: The basic equipment needed is listed. There are bibliographies for language arts and mathematics, and materials for mathematics and art. STUDENT ASSESSMENT: No provision is made for evaluation.

ED 051 167 SP 007 222
Living Effectively in the 70's.
Alexis I. DuPont School District, Greenville, Del.
Pub Date [70]
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Family Life Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Health Education, Kindergarten, *Safety Education
GRADES OR AGES: Unspecified. SUBJECT MATTER: Effective living. ORGANIZATION AND PHYSICAL APPEARANCE: Most of the pages are divided into three columns: concept, some activities, and teacher comments. The guide is offset printed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The guide is divided into eight units: human growth and development; foods and nutrition; mental health safety; solving health problems; tobacco, drugs, and alcohol; family living; and world of work. Each unit, except the last one, includes between 13 and 40 learning concepts with a number of student learning activities for each. The activities, described only briefly, are predominantly class discussions. Sequencing within the course appears to be left to the teacher. INSTRUCTIONAL MATERIALS: Each of the eight units concludes with a list of resources--books, pamphlets, films, and agencies; however, they are not specifically integrated into the units. In addition, three bibliographies prepared by Delaware schools are appended. The 271 citations for K-12 grade levels are on health, the human body, the senses, and professions. STUDENT ASSESSMENT: None. (LP)

ED 051 168 SP 007 223
Guide to Elementary Education in Oregon. Basis for Curriculum and Instruction.
Oregon State Dept. of Education, Salem.
Pub Date 66
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Art Education, *Curriculum Guides, *Elementary Grades, *Elementary School Curriculum, Elementary School Science, Family Life Education, Flea, Health Education, Physical Education, Social Studies
GRADES OR AGES: K-6. SUBJECT MATTER: Entire elementary curriculum, including language art, mathematics, the arts, social studies, science, physical education and health, foreign languages, home and family, and industrial arts. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into nine sections, one for each of the above mentioned curriculum areas. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: An introductory section outlines a philosophy of life and education and presents a detailed list of traditional American values. Curriculum sections in the central part of the guide suggest objectives--primarily skills--and outline a sequence of concepts around which a program may be developed. Some general suggestions for activities are listed. INSTRUCTIONAL MATERIALS: Guidelines for the use of the school library and the use of television in the classroom are included. STUDENT ASSESSMENT: No mention. (RT)

ED 051 169 SP 007 224
Bottom, William A. And Others
Learning and Living Music. Illinois Curriculum Program. Subject Field Series, Bulletin No. C-5.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 67
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Music Education, *Secondary Grades
GRADES OR AGES: K-9. SUBJECT MATTER: Music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six main chapters, one each for preschool and kindergarten, primary grades, intermediate grades, and junior high school, one on instrumental music ensembles, and one on choral music ensembles. It is offset printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each chapter lists specific objectives, both behavioral and attitudinal, related activities, and teaching suggestions. INSTRUCTIONAL MATERIALS: A list of materials needed is provided with each group of activities. In addition, several chapters list textbooks, books, filmstrips, and recordings. STUDENT ASSESSMENT: No mention. (RT)

ED 051 170 SP 007 225
Brown, Clyde M., Ed. And Others
Strengthening Science Teaching in Elementary Schools. Illinois Curriculum Program. Subject Field Series, Bulletin No. C-3.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 67
Note—173p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Elementary School Science
GRADES OR AGES: K-6. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six straight-text chapters. One chapter, which outlines curriculum units, is subdivided by grade level--primary, intermediate, or upper elementary. The guide is offset printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: A rationale and general objectives for science teaching are presented in the first two short chapters. Another chapter contains suggested curriculum units with specific suggestions for activities. Each group of activities is correlated with a scientific concept or phenomenon. A second chapter presents general guidelines for out-of-school activities such as hikes and field trips, and an appendix contains detailed descriptions of 45 experiments. INSTRUCTIONAL MATERIALS: Materials needed for the experiments are listed at the beginning of each description. Guidelines for the use of materials and resources and a list of selected references are also included. STUDENT ASSESSMENT: The guide includes sample rating forms for student reports and experiments and suggests guidelines for constructing written tests. (RT)

ED 051 171 SP 007 226
Theman, Viola, Ed. And Others
English Language Communication, Grades K-Six. Illinois Curriculum Program. Subject Field Series, Bulletin No. C-6.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 67
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Kindergarten, *Language Arts, Listening, Reading, Speaking, Writing
GRADES OR AGES: K-6. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into sections: 1) listening, 2) speaking, 3) writing, and 4) reading. The sections on speaking and writing are further subdivided into units. A final section provides guidelines for evaluation of a local program. The guide is offset printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section or unit lists several objectives and related activities. Some activities are merely listed; others are described in detail. Guidelines for identifying student readiness for various activities are included. INSTRUCTIONAL MATERIALS: Each section or unit contains a short list of related references, which includes books and journal articles. STUDENT ASSESSMENT: Each section or unit contains guidelines for student evaluation. The section on reading includes a list of commercially available reading tests and a list of major publishers of reading tests. (RT)

ED 051 172 SP 007 227
Hand, John S., Ed.
Curriculum Guide in Reading. Developmental Reading, Grades 1-8.
Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.
Pub Date 69
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Developmental Reading, *Elementary Grades, *Reading Instruction, *Secondary Grades
GRADES OR AGES: Grades 1-8. SUBJECT MATTER: Developmental reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six chapters. It is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the reading program are outlined in the first chapter. A list of specific skills to be developed is included. Subsequent chapters discuss administrative aspects of organizing a program and describe activities. Activities described are related to specific skills, but not to grade or ability level. Several sample lesson plans are also included. INSTRUCTIONAL MATERIALS: Appendixes contain a short bibliography of teacher references and a list of materials and equipment. STUDENT ASSESSMENT: One chapter presents general guidelines for appropriate methods of evaluating students. An appendix contains a list of standardized reading tests and a list of publishers. (RT)

ED 051 173 SP 007 228
Hand, John, Ed. And Others
Curriculum Guide in Reading. Developmental Reading: Junior and Senior High Schools, Grades 7-12.
Indiana State Dept. of Public Instruction, Indianapolis.
Pub Date 69
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Developmental Reading, *Reading Instruction, *Secondary Grades
GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Developmental reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into nine short chapters and several appendixes. It is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: No objectives are mentioned. General guidelines are given for planning activities to develop reading skills and for activities in specific content fields. An appendix contains a sequential outline of reading skills for developmental reading. INSTRUCTIONAL MATERIALS: The appendixes contain annotated lists of teacher references, textbooks, workbooks, films and filmstrips, and mechanical teaching aids. STUDENT ASSESSMENT: The guide suggests appropriate methods for evaluating students. It emphasizes standardized tests. Lists of commercially available texts for diagnosis and evaluation and a list of test publishers are included. (RT)

ED 051 174 SP 007 229
Curriculum Guide in Reading. Remedial Reading, Grades 3-12.
Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.
Pub Date 69
Note—116p.; Second Edition
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Reading Instruction, *Remedial Reading, *Secondary Grades
GRADES OR AGES: Grades 3-12. SUBJECT MATTER: Remedial reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters. It is offset printed and edition-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are outlined in the first chapter. Subsequent chapters present a plan for organizing a summer program for students at three different ability levels and list numerous activities under four categories-basic reading skills, work attack skills, comprehension and leisure reading, and study skills and content reading. Sample lessons in basic reading skills at the primary and secondary level are included. INSTRUCTIONAL MATERIALS: Appendixes contain a bibliography of teacher references and a list of materials and equipment, which includes books, workbooks, mechanical devices, magazines, filmstrips, and programed materials. Appropriate reading level is indicated for most materials listed. STUDENT ASSESSMENT: Detailed guidelines for diagnosing a student's reading level and evaluating his progress are presented. Sample forms are included. An appendix contains an annotated list of standardized tests. (RT)

ED 051 175 SP 007 230
Curriculum Guide in Social Studies, Grades K-3.
Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.
Pub Date [69]
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, Grade 1, Grade 2, Grade 3, *Kindergarten, *Primary Grades, *Social Studies
GRADES OR AGES: K-3. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections, one for each grade. Each section is further subdivided into several units. All sections are in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are outlined in an introductory section. Specific objectives are listed at the beginning of each unit. These objectives include skills, concepts, and attitudes. This list is followed by a content outline of topics and subtopics. About half of the units also include a short list of related activities for each topic. INSTRUCTIONAL MATERIALS: An appendix contains a short annotated bibliography of books, pamphlets, and periodicals, and a list of sources of films, filmstrips, records, and tapes. STUDENT ASSESSMENT: A short list of possible evaluation methods is included. (RT)

ED 051 176 SP 007 231
Curriculum Guide to Social Studies, Grades 4-6.
Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.
Pub Date [69]
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, Grade 4, Grade 5, Grade 6, *Social Studies
GRADES OR AGES: Grades 4-6. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections--one for each grade--each of which contains 5-10 units. All units are in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: An introductory section briefly lists conceptual and attitudinal objectives. It includes a detailed list of skill objectives. Each unit contains a content outline, a list of generalizations to be developed through discussion, and a list of "reflective questions" for students. Some units also contain lists of suggested activities. INSTRUCTIONAL MATERIALS: Each section includes a list of teacher references, student references, films, filmstrips, and recordings. STUDENT ASSESSMENT: A categorized list of methods for evaluating acquisition of concepts, attitudes, and skills is included. (RT)

ED 051 177 SP 007 232
Guidelines for the Construction of a Course of Study in Art for Public Schools of Indiana.
Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.
Pub Date 69
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, *Curriculum Guides, *Elementary Grades, *Kindergarten, *Secondary Grades
GRADES OR AGES: K-12. SUBJECT MATTER: Art. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into numerous short, straight-text chapters interspersed with charts and lists. It is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The major portion of the guide is devoted to detailed guidelines for developing specific behavioral objectives from general statements of goals. Sample charts list behavioral objectives and some related activities for different aspects of art at four different levels--primary grades, intermediate grades, junior high, and high school. Objectives and activities listed are intended to be suggestive, not comprehensive. INSTRUCTIONAL MATERIALS: It is suggested that teachers compile a list of locally available materials. Bibliographies published by the National Art Education Association are also recommended. STUDENT ASSESSMENT: It is suggested that behavioral objectives developed for the course be used in evaluation, with progress rather than absolute achievement being the criterion. (RT)

ED 051 178 SP 007 241
K-12 Mathematics Curriculum Guide.
Reading Community Schools, Ohio.
Pub Date 68
Note—210p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Kindergarten, *Mathematics, *Secondary Grades
GRADES OR AGES: K-12. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. Each section is further subdivided by grade level. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific mathematical concepts and specific objectives. Most of the activities in middle grades and high school consist of working problems in textbooks. INSTRUCTIONAL MATERIALS: Material needed for an activity are listed with the activity description. Most materials listed for the middle grades and high school are page references in textbooks. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed and textbook quizzes in the upper grades. (RT)

ED 051 179 SP 007 242
K-12 Science Curriculum Guide.
Reading Community Schools, Ohio.
Pub Date 68
Note—302p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Biology, Chemistry, Curriculum, *Curriculum Guides, Earth Science, *Elementary Grades, Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Kindergarten, Physics, *Science Curriculum, *Secondary Grades
GRADES OR AGES: K-12. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific scientific concepts and specific objectives. Activities include reading, laboratory experiments, lectures by outside experts, field trips, and independent projects. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The lists include both print and audiovisual materials. Textbooks used in the middle grades are listed at the beginning of the section. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed and textbook quizzes and exams in the upper grades. (RT)

ED 051 180 SP 007 243
K-12 Social Studies Curriculum Guide.
Reading Community Schools, Ohio.
Pub Date 68
Note—170p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American Government (Course), American History, Civics, *Curriculum Guides, Economics, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Kindergarten, Psychology, *Secondary Grades, *Social Studies, Sociology, World Geography, World History, World Problems
GRADES OR AGES: K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, map study, oral reports, independent projects, lectures by outside experts, and field trips. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. Lists include both print and audiovisual

materials. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed tests and research papers in the upper grades. (RT)

ED 051 181 SP 007 244
K-12 English Language Arts Curriculum Guide.
Pub Date 68
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Kindergarten, *Language Arts, Literature Appreciation, *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. Each section is further subdivided by grade level. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, writing, work and spelling games, grammar exercises, oral reports, and independent projects. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The lists include both print and audiovisual materials. In addition, a list of resource materials available in the middle school learning center is included at the end of the second section. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed tests and papers in the upper grades. (RT)

ED 051 182 SP 007 245
K-12 Unified and Fine Arts Curriculum Guide.
Reading Community Schools, Ohio.
Pub Date 68
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, *Curriculum Guides, *Elementary Grades, Intermediate Grades, Kindergarten, *Music Education, *Secondary Grades

GRADES OR AGES/ K-12 and K-8. SUBJECT MATTER: Art and music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two sections, one each for art and music. The art section is further subdivided into three parts, one each for elementary grades, middle grades, and high school. The first and third parts of the art section and the entire music section are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and expected outcomes. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: A philosophy and general objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. The section on art for the middle grades contains a very short outline of a program called "Unified Arts" which is divided into three phases: orientation, pre-independence, and independence. The program guides students gradually into performing independent art work on a contractual basis. INSTRUCTIONAL MATERIALS: Materials needed for an activity are either listed with or implied in the activity description. In addition the music section contains a brief list of resources--textbooks, records, and equipment. STUDENT ASSESSMENT: No mention. (RT)

ED 051 183 SP 007 246
K-12 Health and Physical Education Curriculum Guide.
Reading Community Schools, Ohio.
Pub Date 68
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Health Education, Intermediate Grades, Kindergarten, *Physical Education, *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Health and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections: 1) physical and health education--elementary; 2) physical and health education--middle; 3) physical education games--middle school and high school; and 4) health education--high school. Each section is laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Health activities are described in some detail, but physical education activities are merely listed. The health curriculum outlined is not a separate course, but is intended to be integrated into science, physical education, and home economics instruction. INSTRUCTIONAL MATERIALS: Materials listed are both printed and audiovisual; there is no indication of equipment needed for physical education activities. STUDENT ASSESSMENT: Suggestions for evaluation accompany most groups of activities. These suggestions include teacher-developed oral and written tests and performance tests. (RT)

ED 051 184 SP 007 248
Trottier, Lillian
Curriculum Guide for French, Grades 6-12.
Whitefish Bay Public Schools, Wisc.
Pub Date Aug 69
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *French, *French Literature, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Secondary Grades

GRADES OR AGES: Grades 6-12. SUBJECT MATTER: French language, literature, and civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven sections, one for each grade. Each section is in list form. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section lists several general objectives and outlines the content of the course. Suggestions for activities are very general, with the exception of the section for grade 6 which breaks down the course into small units and lists specific activities for each unit. Suggestions for timing various parts of the courses are included. INSTRUCTIONAL MATERIALS: Each section lists materials, usually textbooks, to be used in the course. The more advanced sections include lists of specific editions of literary works to be studied. STUDENT ASSESSMENT: Suggestions for evaluation in each section emphasize the frequent use of short quizzes, both written and oral. (RT)

ED 051 185 SP 007 249
Chandler, Arnold M. And Others
Guidelines to Mathematics, K-6. Key Content Objectives, Student Behavioral Objectives, and Other Topics Related to Elementary School Mathematics.
Wisconsin State Dept. of Public Instruction, Madison.
Note—58p.; Bulletin No. 141
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, *Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Kindergarten, *Mathematics Curriculum

GRADES OR AGES: K-6. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters. The central and longest chapter, which outlines course content, is further subdivided into 15 units, one for each of 15 content objectives. This chapter is in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The central chapter lists 15 mathematical concepts such as numeration systems, ratio and proportion, size and shape, or measurement. A list of related behavioral objectives for each concept at each grade level is then presented. No specific activities are mentioned, although one short chapter gives general guidelines on developing problem-solving situations. INSTRUCTIONAL MATERIALS: A short bibliography lists several references for each chapter. STUDENT ASSESSMENT: A chapter on evaluation and testing gives guidelines for developing tests and choosing appropriate methods for different grade levels. (RT)

ED 051 186 SP 007 250
Henderson, George L. And Others
Guidelines to Mathematics, 6-8. Key Content Objectives, Student Behavioral Objectives, and Other Topics Related to Grade 6-8 Mathematics.
Wisconsin State Dept. of Public Instruction, Madison.
Note—44p.; Bulletin No. 186
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Grade 6, *Grade 7, *Grade 8, *Mathematics Curriculum

GRADES OR AGES: Grades 6-8. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three chapters. The central and longest chapter, which outlines course content, is further subdivided into 17 units, one for each of 17 content objectives. This chapter is in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The central chapter lists 17 mathematical concepts such as numeration systems, ratio and proportion, size and shape, measurement, and statistics and probability. A list of related behavioral objectives for each concept at each grade level is then presented. A "summary" list for grades K-5 is also included. No specific activities are mentioned, although one chapter gives general guidelines on developing problem-solving situations. INSTRUCTIONAL MATERIALS: No mention. STUDENT ASSESSMENT: Readers are referred to the guide for grades K-6 (SP 007 249). (RT)

ED 051 187 SP 007 251
Ayers, George And Others
Driver and Traffic Safety Education. Program Guide.
South Carolina State Dept. of Education, Columbia.
Pub Date [68]
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Driver Education, *Secondary Grades, Traffic Safety

GRADES OR AGES: Secondary level. SUBJECT MATTER: Driver education. ORGANIZATION AND PHYSICAL APPEARANCE: Most of the guide is divided into short sections of less than one page. An index to the sections is provided at the beginning of the guide. A two-page section on course content for classroom instruction is laid out in two columns, one for objectives and one for content. The guide is offset printed and edition-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives for the course are outlined in an introductory section. The section on course content correlates objectives with general activity descriptions. Suggestions are also made for scheduling, timing, and credits and for incorporating televised instruction, simulation, and on-the-road practice into the course. INSTRUCTIONAL MATERIALS: The guide includes ample forms such as letters to parents and agreements with makers of dual-control cars and insurance companies. It also contains a brief bibliography and lists of informational bulletins available from the AAA and sources of audiovisual materials. STUDENT ASSESSMENT: No mention. (RT)

ED 051 188 SP 007 252
Guide for Teaching Physical Education, Grades 7-12.
South Carolina State Dept. of Education, Columbia.
Pub Date 69
Note—227p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Physical Education, *Secondary Grades

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Physical education, including team sports, stunts, tumbling and gymnastics, track and field, swimming, individual and dual sports, physical education for the handicapped, outdoor education, and rhythmic activities. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 16 chapters, each of which is straight text interspersed with extensive diagrams and illustrations. It is offset printed and perfect bound with a paper cover. OBJECTIVES AND ACTIVI-

TIES: The first three chapters develop a philosophy of physical education and outline general objectives. The major portion of the guide consists of detailed descriptions for activities in the above-mentioned categories. Most of these descriptions are accompanied by lists of teaching suggestions and suggested safety precautions. A separate chapter on administration gives suggestions for time allotments for boys and girls at each grade level. INSTRUCTIONAL MATERIALS: Appendixes contain a bibliography, a list of sources for records and audiovisual aids, record forms, diagrams on utilization of facilities, and lists of equipment and supplies needed. STUDENT ASSESSMENT: A chapter on evaluation describes types of tests, both written and performance, and ways of using them. An appendix describes nine standardized tests and indicates their availability. (RT)

ED 051 189 SP 007 253
Child, Toni, Ed.
Planning the Elementary Music Curriculum. Grades K-6.
South Carolina State Dept. of Education, Columbia.
Pub Date [69]
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, *Kindergarten, *Musical Instruments, *Music Education, Vocal Music

GRADES OR AGES: K-6. SUBJECT MATTER: General and instrumental music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 16 short chapters and several appendixes. Each of these is straight text interspersed with illustrations. The guide is offset printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: A philosophy of music education and accompanying general and specific objectives are developed in the first four chapters. Subsequent chapters contain general suggestions for activities. Activities in the field of instrumental music are divided into three sequential levels of increasing difficulty. INSTRUCTIONAL MATERIALS: The guide contains 1) a list of recommended equipment and materials for general music, 2) a list of sources of classroom instruments and catalogs, 3) a list of sources of musical recordings; 4) a list of recommended music books for children, and 5) a partial listing of music publishers. STUDENT ASSESSMENT: No mention. (RT)

ED 051 190 SP 007 254
Child, Toni, Ed.
Guide for Teaching Kindergarten.
South Carolina State Dept. of Education, Columbia.
Pub Date [69]
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art Education, *Curriculum Guides, Health Education, *Kindergarten, Language Arts, Music Education, Number Concepts, Physical Education, Reading, Science Education, Social Studies, Speech Skills, Writing Skills

GRADES OR AGES: Kindergarten. SUBJECT MATTER: General; includes sections on language arts, writing, speaking, reading, number relationships, social studies, health and safety, art, science, music, and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 23 short sections, each of which is straight text interspersed with illustrations. It is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section on curriculum content gives general guidelines for activities based on the developmental characteristics of kindergarten children and then lists several types of activities. Introductory sections list general objectives and give suggestions on planning and scheduling. INSTRUCTIONAL MATERIALS: The guide contains a six-page categorized list of equipment and supplies needed and a bibliography of references for the teacher. STUDENT ASSESSMENT: A short section on evaluation suggests that teachers develop checklists related to program goals and use them in daily observation. Anecdotal records are also considered useful. (RT)

ED 051 191 SP 007 255
Child, Toni, Ed.
Teaching Reading in South Carolina Secondary Schools. Curriculum Planning Guide.
South Carolina State Dept. of Education, Columbia.
Pub Date [68]
Note—136p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Reading Instruction, *Secondary Grades

GRADES OR AGES: Secondary grades. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into ten chapters and several appendixes, each of which is straight text interspersed with photographs and illustrations. It is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first three chapters outline a philosophy of reading instruction and develop related objectives. Five chapters suggest general types of activities, with some specific examples, for basic reading skills and reading in the content areas. These chapters also present suggestions for planning a comprehensive program, including instructional and organizational practices, responsibilities of personnel, and student motivation. INSTRUCTIONAL MATERIALS: One chapter presents guidelines for selecting, developing, and using instructional materials. Appendixes contain extensive lists of materials, both print and non-print. STUDENT ASSESSMENT: One chapter gives general guidelines for student evaluation, including methods of using standardized tests and ways to evaluate the disadvantaged. Appendixes contain samples of several reading tests and questionnaires and an extensive list of standardized tests and other evaluation materials. (RT)

ED 051 192 SP 007 256
Help for Children with Speech and Hearing Problems. A Handbook for Teachers and Parents.
South Carolina State Dept. of Education, Columbia.
Pub Date 68
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Primary Grades, *Speech Curriculum, *Speech Handicapped, *Speech Therapy

GRADES OR AGES: Primary grades. SUBJECT MATTER: Remedial speech instruction. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six units and several appendixes, each of which is straight text interspersed with illustrations. It is offset printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The objective of the guide, as stated in the introduction, is to provide supplementary speech therapy for children whose speech "though not defective, is not good." Three units give specific suggestions for relaxation exercises, exercises for various parts of the speech mechanism, and drill materials for practice in producing consonant sounds. INSTRUCTIONAL MATERIALS: Unit 5 lists typical symptoms of several types of serious speech defects; unit 6 lists hearing and speech services in South Carolina; and several appendixes list books and articles, categorized by the type of speech defect involved. STUDENT ASSESSMENT: No mention. (RT)

ED 051 193 SP 007 257
Child, Toni, Ed.
Arts and Crafts for Use with Mentally Retarded Students.
South Carolina State Dept. of Education, Columbia.
Pub Date 66
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Art Education, *Curriculum Guides, *Handicrafts, *Mentally Handicapped, *Retarded Children

GRADES OR AGES: Mentally retarded children of any age. SUBJECT MATTER: Arts and crafts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into sections according to the material to be used. Section headings are: Paper, Fabrics, Wood, Metal, Nature, Miscellaneous, and Painting. Each section is laid out in three parallel columns, one each for project illustration, materials, and procedure. The guide is offset printed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Introductory sections outline a brief philosophy of art education for the mentally retarded and develop related general and specific objectives. Projects in each section are in order of increasing difficulty; no age or grade level is specified. Each project description includes a detailed outline of procedures to follow. INSTRUCTIONAL MATERIALS: A list of materials needed and an illustration of the finished product accompanies each project description. In addition, a short appendix contains recipes for making different types of paint, clay, and modeling dough. STUDENT ASSESSMENT: No mention. (RT)

ED 051 194 SP 007 258
Physical Education in Kentucky Elementary Schools.
Kentucky State Dept. of Education, Frankfort.
Pub Date 68
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Kindergarten, *Physical Education

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into ten chapters. Chapter headings are: 1) Program Foundations; 2) Administration of the Program; 3) Facilities, Equipment and Supplies; 4) Organizing the Program; 5) Implementing the Program; 6) The Ingredients--The Program; 7) Evaluation; 8) Movement Exploration; 9) Physical Education for the Atypical; and 10) Special Events. The guide is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are listed in chapter 1. Suggestions for activities include both general and specific descriptions. A sample daily, weekly, and monthly activity chart is presented for each grade. Suggestions for teaching methods and guidelines for adapting activities for children of different ages are included. INSTRUCTIONAL MATERIALS: The guide contains a detailed list of facilities and equipment needed for primary and intermediate levels. In addition, an appendix contains a bibliography and a list of sources for audiovisual materials. STUDENT ASSESSMENT: General guidelines for evaluation and lists of specific skills students should possess at the primary and intermediate levels are presented in chapter 7. An appendix contains sample physical fitness tests. (RT)

ED 051 195 SP 007 259
Oral Communications in Kentucky Schools.
Kentucky State Dept. of Education, Frankfort.
Pub Date 68
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, Diction, Drama, Interpretive Reading, *Oral Communication, Public Speaking, Radio, *Secondary Grades, *Speech Curriculum, Television

GRADES OR AGES: Secondary grades. SUBJECT MATTER: Oral communications. ORGANIZATION AND PHYSICAL APPEARANCE: The central portion of the guide is divided into five units: public speaking, voice and diction, drama, oral interpretation, and radio-television. Each unit is in straight text or list form. The guide is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives are developed in an introductory section which outlines the history, present status, and role of the oral communications program. Specific objectives are listed in each unit. Activities listed in each unit are correlated with one or more specific objectives. INSTRUCTIONAL MATERIALS: Each unit contains a short list of references related to that unit. In addition, an appendix contains annotated lists of teacher and student references. STUDENT ASSESSMENT: No mention. (RT)

ED 051 196 SP 007 260
Martin, Marjorie And Others
Course of Study for Family Life Education.
Portland Public Schools, Conn.
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, *Family Life Education, Grade 1,

Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Kindergarten, *Secondary Grades, Sex Education

GRADES OR AGES: K-12. SUBJECT MATTER: Family life education; ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for grades K-6, 7-8, and 9-12. These sections are further subdivided into units, one for each grade. Each section is in list form. The guide is mimeographed with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with a list of several objectives, which usually involve developing an understanding or appreciation of certain concepts. These are followed by an outline of course content. No specific activities are suggested. INSTRUCTIONAL MATERIALS: Each section contains an extensive annotated list of curriculum materials, with emphasis on films and other audiovisual materials. There is also a short vocabulary list at the end of each unit. STUDENT ASSESSMENT: No mention. (RT)

ED 051 197 SP 007 261

Physical Education, Grades K-8.

Portland Public Schools, Conn.

Note—121p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, *Intermediate Grades, *Kindergarten, *Physical Education

GRADES OR AGES: K-8. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two parts, one each for grades K-4 and 5-8, each with the same format. The guide is xeroxed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for physical education are developed in the introduction. In addition, there is an extensive list of objectives for each grade level, which includes both concepts and skills. A general structure of activities for each grade level is developed from a list of typical characteristics of children at each grade level. Charts suggest time allotments for each type of activity at each grade level and present an ideal plan for organizing the year's activity at each grade level. INSTRUCTIONAL MATERIALS: No mention. STUDENT ASSESSMENT: No mention. (RT)

ED 051 198 SP 007 263

Smoking and Health Guide for Elementary and Secondary Schools.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 69

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, *Health Education, *Intermediate Grades, *Secondary Grades, *Smoking

GRADES OR AGES: Grades 4-12. SUBJECT MATTER: Smoking. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for intermediate grades, junior high school, and senior high school. Each section is further divided into units organized around "conceptual statements." Units are laid out in four columns across two pages. Column headings are "objectives," "outline of content," "sample learning experiences," and "resources." The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives listed for each unit are both behavioral and attitudinal. Correlated with each list of objectives is a wide variety of specific suggestions for activities. In addition, an appendix contains descriptions of five laboratory experiments which illustrate the properties and effects of cigarette ingredients. INSTRUCTIONAL MATERIALS: Each unit contains a list of both print and audiovisual materials to be used in conjunction with activities in the unit. The appendix includes a 14-page list of books, periodicals, pamphlets, posters, films, filmstrips, slides, and guides. STUDENT ASSESSMENT: The appendix contains a sample test for intermediate grade students. (RT)

ED 051 199 SP 007 266

Physical Education, Kindergarten Through Grade Seven.

Virginia State Dept. of Education, Richmond.

Pub Date 69

Note—375p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Curriculum Guides, *Dance, *Elementary School Curriculum, *Games, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Kindergarten, *Physical Education

GRADE OR AGES: K-7. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in five parts: 1) "The Place of Physical Education in the Elementary School"; 2) "Developing the Physical Education Offering"; 3) "Analysis of Skills"; 4) "Physical Education Activities"; and 5) "Related and Supplementary Materials." The guide is printed, illustrated with photographs, and edition bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives for the program are listed at the beginning of part two. Activities are given for primary, middle, and upper elementary grades, subdivided into rhythms, games, game skill tests, stunts, relays, and, for upper grades only, calisthenics. Very precise details, including diagrams where necessary, are given for each activity, and there is an extensive bibliography of books and records. STUDENT ASSESSMENT: Suggested tests are included for the game skills, but not for the other activities. (MBM)

ED 051 200 SP 007 267

Elementary Mathematics Guide, K-7.

Virginia State Dept. of Education, Richmond.

Pub Date 68

Note—189p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Kindergarten, *Mathematics

GRADES OR AGES: Grades K-7. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The main section of the guide entitled "Mathematical Strands with Teaching Suggestions" has the following subsections: 1) sets and numbers, 2) numeration, 3) operations on whole numbers, 4) rational numbers, 5) geometry, and 6) measurement. Other chapters deal with problem solving and program objectives. The guide is printed and edition bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for each grade under the six subsection headings. Activities are described in detail in the main section of the guide. INSTRUCTIONAL MATERIALS: None are listed. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED 051 201 SP 007 268

Elementary School Economics: A Guide for Teachers (Revised).

Virginia State Dept. of Education, Richmond.

Pub Date 67

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Economics, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Kindergarten, *Money Systems, *Productivity

GRADES OR AGES: Grades K-7. SUBJECT MATTER: Elementary school economics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has a preliminary chapter on economic understandings and a chapter for each grade. Each chapter has eight subdivisions: 1) natural resources, 2) human resources; 3) production of goods and services, 4) distribution of goods and services, 5) consumption of goods and utilization of services, 6) money, 7) taxes, and 8) free enterprise economy. The material is presented in three columns--economic understanding, suggested learning experiences, and suggested resources. The guide is printed and perfect bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for each grade in the economic understanding column. Detailed activities are included in the column for suggested learning experiences. INSTRUCTIONAL MATERIALS: Details of books, films, other materials, and resource persons are given in the column on suggested resources. There is also a short bibliography of professional books for the teacher. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED 051 202 SP 007 282

Industrial Arts Education: Metals, Drafting, Woodwork, Graphic Arts, Electronics, Power Mechanics, Industrial Crafts.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date 67

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, Drafting, Electronics, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Graphic Arts, *Industrial Arts, *Junior High Schools, Metals, Power Mechanics, *Secondary Education, *Senior High Schools, Woodworking

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Industrial arts. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material describes the purpose of the guide, defines industrial arts, lists the major objectives, gives safety rules, and discusses instructional aids. A section of the guide is devoted to each of the subjects covered in the course--drafting, electricity and electronics, graphic arts, industrial crafts, metals, power mechanics, and woodwork. The guide is lithographed and spiral bound with a hard cover. OBJECTIVES AND ACTIVITIES: The objectives are listed at the beginning of each section. Only outlines of units are given with no detailed descriptions of activities. INSTRUCTIONAL MATERIALS: General information on instructional materials is given at the beginning of the guide. Additional information on charts, pamphlets, films, filmstrips, transparencies, books, and magazines is given at the end of each section. STUDENT ASSESSMENT: No provision is made for student evaluation. (MBM)

ED 051 203 SP 007 283

A Curriculum Guide for Driver and Traffic Safety Education in South Dakota.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date 67

Note—101p.; Bulletin Number 71-A

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Driver Education, *Safety Education, *Secondary Education, *Traffic Safety

GRADES OR AGES: Not specified. (Secondary). SUBJECT MATTER: Driver and traffic safety education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four main chapters: 1) "Organization and Administration of the Program"; 2) "Federal and State Regulations"; 3) "Instructional Planning and Utilization," which includes 9 units of classroom instruction (the development of the automobile, the contributions of the automobile, the traffic problem, the driver, habits and attitudes, laws affecting the driver, city and highway driving, pedestrian and cycle safety, and social responsibilities of the driver), simulation, and in-car practice; and 4) "Evaluation Guidelines." Appendixes include suggested record and report forms, and diagrams of intersection patterns and model driving range. The guide is printed and edition bound with a soft cover. OBJECTIVES AND ACTIVITIES: The general objective of the program is described in the introductory material. More specific objectives are implicit in the text. The material for the classroom units consists mainly of discussion on topics which are detailed in the guide. The in-car practice section gives information on recommended activities. INSTRUCTIONAL MATERIALS: Selected references include teacher preparation texts, safety education texts, programed texts, periodicals, and sources of materials. STUDENT ASSESSMENT: Student assessment guidelines are included in the chapter on evaluation, which also deals with the program, facilities and equipment, and the staff. (MBM)

ED 051 204 SP 007 284

A Teaching Guide for Public School Music in Oklahoma, Grades K-12.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 67

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Elementary Grades, *Kindergarten, *Music Education, *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Music. ORGANIZATION AND

PHYSICAL APPEARANCE: The guide is divided into four straight-text chapters: elementary music K-6, general music 7-9, secondary choral music 7-12, and instrumental music 4-12. It is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first three chapters on general and choral music contain detailed descriptions of numerous activities in several different categories, such as music reading, rhythms, or listening. Each group of activities is correlated with a short list of attitudinal and behavioral objectives. The fourth chapter contains only general guidelines for an instrumental music program, including suggestions for timing and facilities and appropriate instruments for different grade levels. INSTRUCTIONAL MATERIALS: Materials needed for a group of activities are usually listed after the activity descriptions. In addition, each chapter contains a bibliography of books and periodicals. STUDENT ASSESSMENT: General guidelines for evaluating and reporting students' progress to parents are included in the second and third chapters. (RT)

ED 051 205 SP 007 285
Health Education in Oklahoma Elementary Schools, Grades K-6.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 67
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, *Health Education, *Kindergarten

GRADES OR AGES: K-6. SUBJECT MATTER: Health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two main sections, one each for primary grades and intermediate grades. Each section contains seven to eight units on such topics as safety, nutrition, dental health, and mental health. The guide is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit contains a list of general objectives, concepts to be developed, and suggested activities. Activity descriptions range from very specific and detailed to very general. They include classroom discussions, teacher demonstrations, field trips, and visits by community members such as policemen, firemen, or dentists. INSTRUCTIONAL MATERIALS: Each unit contains a list of resources, including audiovisual aids and printed materials. Annotations are provided for films and filmstrips listed. Films are particularly emphasized in the lower grades. The guide also includes a list of sources (with addresses) for books, films, filmstrips, pamphlets, posters, and records. STUDENT ASSESSMENT: No mention. (RT)

ED 051 206 SP 007 286
Oklahoma Curriculum Guide for Driver and Traffic Safety Education.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 69
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Driver Education, *Secondary Grades

GRADES OR AGES: Secondary grades. SUBJECT MATTER: Driver education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five chapters. The central and largest chapter, which outlines the curriculum, is further subdivided into 18 units. The guide is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit contains a short list of objectives, a content outline, and a list of suggested activities. Units are organized around specific topics such as construction and operation of the automobile, rules of the road, driving on freeways, and purchasing and insuring a car. Each unit integrates classroom and behind-the-wheel instruction. Field trips to such places as car salesrooms, traffic court, insurance offices, and police stations are emphasized. No suggestions are made for timing of units. INSTRUCTIONAL MATERIALS: The guide includes a short bibliography and a list of sources for audiovisual and other aids. STUDENT ASSESSMENT: Each unit contains a short list of related questions that teachers can use for oral or written quizzes. Brief guidelines for the development of final written and skill tests are also included. (RT)

ED 051 207 SP 007 287
Aerospace Education Curriculum Guide (K-12).
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 70
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aerospace Technology, *Aircraft Pilots, *Curriculum Guides, *Elementary Grades, *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Aerospace education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two main sections, one each for primary and secondary levels. Each section is further subdivided into several parts. The guide is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities at each level are integrated into other parts of the curriculum--language arts, arithmetic, music, social studies, science, and art at the primary level and home economics, social studies, earth science, life science, and industrial arts at the secondary level. Suggested activities are specific and varied, with detailed descriptions given for laboratory experiments. Each group of activities is preceded by a short list of objectives. The guide also contains a complete sequence of detailed lesson plans for a one-year private pilot ground school course for grades 10, 11, or 12. INSTRUCTIONAL MATERIALS: Each lesson plan for the private pilot ground school course includes a list of materials needed. Some of the other units list films to be used in the unit. The guide also contains a bibliography of teacher and student references and a list of films, charts and pictures, pamphlets, and suppliers. STUDENT ASSESSMENT: No mention. (RT)

ED 051 208 SP 007 288
A Guide for Instruction in Communication. Grades K-13. (The Language Arts in Constant Interaction).
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 70
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary Grades, *Kindergarten, *Language Arts, *Secondary Grades

GRADES OR AGES: K-13. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections, one each for listening, speaking, reading, and writing. Each section is laid out in two columns: language behavior and learning experiences. The guide is printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section lists about a dozen specific objectives, usually behavioral, and then suggests a number of activities for each objective. Activity descriptions are varied, but very general. Activities are not arranged in any sequence, and there is no indication of appropriate grade level for any activity. A short section gives guidelines for integrating language arts with other curriculum areas and with out-of-school experiences. INSTRUCTIONAL MATERIALS: The guide contains a bibliography of selected references. STUDENT ASSESSMENT: Guidelines for methods of evaluating performance in each area of language arts are included. These include evaluation by the teacher and self-evaluation by the student. (RT)

ED 051 209 SP 007 289
Modern Problems, Grade 12.
Wilmington Public Schools, Del.
Pub Date 69
Note—209p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Economics, *Grade 12, Political Science, *Problems, Social Problems, *Social Studies, World Problems

GRADES OR AGES: Grade 12. SUBJECT MATTER: Modern economic, political, and sociological problems primarily in the United States. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six units, each of which is laid out in two columns. Column headings are: content and suggested activities. The guide is mimeographed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with a list of specific behavioral objectives. Suggested activities--described in detail--are correlated with specific concepts. Activities include class discussion, oral and written reports, independent research, and analysis of readings and films. Emphasis is given to class discussion of terms in order to arrive at definitions. Suggestions for timing of each unit are included. The guide states that although the first unit should be covered first, other units may be studied in any order. INSTRUCTIONAL MATERIALS: Materials needed for an activity are mentioned in the activity description. STUDENT ASSESSMENT: No specific mention. Behavioral objectives are so stated that they may be used in testing. (RT)

ED 051 210 SP 007 290
Family Life Education. Resource Guide, Grades 1-12.
Wilmington Public Schools, Del.
Pub Date 69
Note—195p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Family Life Education, *Health Education, *Secondary Grades

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Family life and health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six sections: 1) early childhood, 2) middle childhood, 3) late childhood, 4) early adolescent, 5) middle adolescent, 6) late adolescent. Each part is laid out in two columns; column headings are content and activities. The guide is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives are listed for each level. Activities in each section are correlated with specific concepts. A variety of activities--including discussions, projects, field trips, films, and reading--is presented at each level, with the curriculum progressing from health education in the elementary grades to preparation for marriage in grades 11 and 12. The emphasis is on interpersonal relationships, rather than biological facts. INSTRUCTIONAL MATERIALS: Most sections contain vocabulary lists and bibliographies of print and audiovisual materials. The sections on early and middle adolescence also contain a list of community resources. Materials needed for a specific activity are listed in the activity description. STUDENT ASSESSMENT: No mention. (RT)

ED 051 211 SP 007 291
Physical Education for the Elementary Schools. Kindergarten Through Grade Six.
Wilmington Public Schools, Del.
Pub Date Mar 69
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary Grades, *Kindergarten, *Physical Education

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 14 chapters. The major portion of the guide, which outlines the curriculum, is divided into five sections, one each for kindergarten, and grades 1-2, 3, 4, and 5-6. The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific objectives and skills to be developed are listed at the beginning of each section. Numerous activities are suggested in each section, with detailed descriptions and "hints to the teacher" provided. Games are the primary activity in grades 1-3; tumbling is added in grades 4-6, and dancing in grades 5-6. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed in the activity description. A list of record sources and a short bibliography of teacher references are also included. STUDENT ASSESSMENT: No mention is made of evaluating skills. The guide includes directions for using the Wetzel Grid for Evaluating Physical Fitness, which compares individual physical development--height and weight--to standard norms. (RT)

ED 051 212 SP 007 308
Katz, Ted And Others
Communication: A Creative Approach to Teaching English and the Arts.
Pennsylvania Advancement School, Philadelphia.

Pub Date 68
Note—137p.
Available from—Pennsylvania Advancement School, Fifth and Luzerne Streets, Philadelphia, Pa. 19140 ($3.00)
Document Not Available from EDRS.
Descriptors—*Communication Skills, *Curriculum Guides, Dance, Drama, *Junior High Schools, Music, *Nonverbal Communication, *Verbal Ability
GRADES OR AGES: Junior high school. SUBJECT MATTER: Communication, a creative approach to teaching English and the arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has 17 lesson series, each including objectives, materials, procedures, and assignments. There is no time limit on any of the lesson series or on the unit, which may be taught quickly or interspersed with the study of language skills or other subjects. Appendix A includes lesson plans and activities prepared by teachers and students who field-tested the unit. The guide is mimeographed, bound with a metal fastener, and has a soft cover. OBJECTIVES AND ACTIVITIES: The unit is designed to stimulate students to communicate openly and sensitively with all that surrounds them. The objectives for each lesson series are given and many activities are suggested. These are to be omitted or extended as sensitive interaction develops between teacher and students. INSTRUCTIONAL MATERIALS: Full details of all resource materials are given for each lesson, but the teacher is free to substitute materials of his own choosing. Appendix B lists all the materials in one bibliography. STUDENT ASSESSMENT: Writing is not graded but discussed, and is treated only as an effective way of expressing personal reactions to class stimuli and the world in general. (MBM)

ED 051 213 SP 007 309
Shapiro, Marvin B.
The Ad Game. A Language Development Unit for Reading, Writing, Speaking and Listening.
Pennsylvania Advancement School, Philadelphia.
Pub Date 71
Note—39p.
Available from—Pennsylvania Advancement School, Fifth and Luzerne Streets, Philadelphia, Pa. 19140 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consumer Education, *Curriculum Guides, Games, Information Dissemination, *Junior High Schools, *Language Skills, Listening Skills, *Mass Media, Reading Skills, Speech Skills, Writing Skills
GRADES OR AGES: Junior high school. SUBJECT MATTER: A language development unit for reading, writing, speaking, and listening. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material explains the philosophy behind the unit and the way in which it should be taught. There are ten lesson plans and a short bibliography for teachers of books about advertising in the U.S. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: The unit is intended to encourage students to use a more explicit, descriptive and detailed speech style, and to increase their understanding of advertising techniques so that they will be wiser consumers. Activities are suggested for each lesson but the teacher is encouraged to adapt them to the needs of his own students. INSTRUCTIONAL MATERIALS: Information is given on material for each lesson. No formal texts are used in the unit. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED 051 214 SP 007 313
Psychology.
Bensalam Township School District, Cornwells Heights, Pa.
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *High School Curriculum, *Psychology, *Secondary Education, *Social Sciences
GRADES OR AGES: High school (grades not specified). SUBJECT MATTER: Psychology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 12 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Page references in the basic texts, films, and other reference materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project, is stated, but details are not included. (MBM)

ED 051 215 SP 007 314
Sociology.
Bensalam Township School District, Cornwells Heights, Pa.
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *High School Curriculum, *Secondary Education, *Social Sciences, *Sociology
GRADES OR AGES: High school (grades not specified). SUBJECT MATTER: Sociology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 13 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Chapter references in the basic texts, films, and other resource materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project is stated, but details are not included. (MBM)

ED 051 216 SP 007 315
Muller, Robert M.
Adaptive Physical Education.
Bensalam Township School District, Cornwells Heights, Pa.
Pub Date Nov 70
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary School Curriculum, Handicapped Students, *Physical Education, *Physically Handicapped, *School Health Services
GRADES OR AGES: Elementary grades. SUBJECT MATTER: Adaptive physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The aims and objectives of the program and the screening procedure are described. Common postural deviations are identified and a number of congenital and other defects described. Details of the modified program are given. There is a glossary of terms and samples of letters to physicians and parents in connection with the program. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are briefly outlined at the beginning of the guide. Specific exercises and activities are listed for the various physical deviations. INSTRUCTIONAL MATERIALS: There is no information on materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED 051 217 SP 007 316
Art for Children. A Guide for Creative Experiences in the Elementary School.
Battle Creek Public Schools, Mich.
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Art Activities, *Art Education, *Art Expression, *Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten
GRADES OR AGES: K-6. SUBJECT MATTER: Art. ORGANIZATION AND PHYSICAL APPEARANCE: The guide, which is intended as a basic sequential program, has three main sections: 1) Kaleidoscope, described as a frame of reference for creative experiences and outlining the aims of the program, types of art experiences, art appreciation, and guidelines for the teacher; 2) artistic growth and daily living: grade level programs, with suggestions for each grade; and 3) the challenge of the media, arranged alphabetically according to the medium, process or category, with activities in each section arranged on the graduated scale of difficulty. The guide is lithographed, illustrated, and spiral bound with a card cover. OBJECTIVES AND ACTIVITIES: Overall objectives are listed at the beginning of the guide. More specific objectives are given with the outlined activities for each grade. Detailed activities are given in the chapter on media. INSTRUCTIONAL MATERIALS: Details of materials required are given for all the activities in the chapter on media. STUDENT ASSESSMENT: No provisions are made for evaluation. (MBM)

ED 051 218 SP 007 317
Art. Program of Art Instruction in the Secondary School.
Battle Creek Public Schools, Mich.
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Activities, *Art Education, *Curriculum Guides, *Junior High Schools, Secondary Education, *Senior High Schools
GRADES OR AGES: Junior and senior high school. SUBJECT MATTER: Art. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four main sections: 1) "Aims of the Art Program"; 2) "Function of the Guide"; 3) "Course Descriptions"; and 4) "References, Source Materials, Aids." The course descriptions in section 3 are arranged in chart form with six vertical columns (emphasis, concepts, objectives, projects, media, and vocabulary). The guide is lithographed and spiral bound with a stiff cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined at the beginning of the guide, and more specific objectives are included in the course descriptions. The type of activity is indicated, but no attempt is made to describe the activities in detail. INSTRUCTIONAL MATERIALS: The media used in each type of activity are indicated, and section 4 includes a bibliography and a listing of unusual, found, scrap, and local materials with their sources. STUDENT ASSESSMENT: No provisions are made for evaluation. (MBM)

TE

ED 051 219 TE 001 698
Hunt, Kellogg W.
Another Probe into Syntactic Maturity.
Pub Date 69
Note—12p.; A paper read at the National Council of Teachers of English Convention, Milwaukee, November 30, 1968
Journal Cit—Louisiana English Journal; v9 n1 p5-15 Spr 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adults, *Age Differences, *Elementary School Students, *Language Development, *Secondary School Students
To discover in explicit, definable terms just what characteristics distinguish the writing of older writers from that of younger ones would give teachers a better chance of teaching young children more successfully–of helping them mature. A passage was presented to hundreds of students in grades 4, 6, 8, 10, and 12. Fifty papers were chosen from each grade; these papers were equally representative of students with low, middle, and high scores on standardized achievement or ability tests. Students were told to study the passage and re-write it in a better way without omitting any information. What every student did to every one of the sentences he was told to rewrite was tabulated. The results of this effort are discussed in detail. The writing skills of adults were also examined; conclusions concerning their level of language maturity are discussed. (CK)

ED 051 220 TE 002 395
Hillocks, George , Jr.
An Evaluation of Project APEX: A Nongraded Phase-Elective English Program.
Trenton Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-66-1691; BR-67-3121
Pub Date 71
Grant—OEG-3-6-661691-1480; OEG-3-7-673121-1642
Note—136p.
Available from—Project Apex, Trenton High School, 2601 Charlton Road, Trenton, Michigan 48183 ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Comparative Analysis, Control Groups, Elective Subjects, *English Programs, *Experimental Curriculum, *Program Evalua-

tion, *Student Attitudes, Student Teacher Relationship
Identifiers—Project Apex
Project Apex, an experimental elective English curriculum at Trenton (Michigan) High School, is evaluated. The evaluation compares the Trenton program with those of two control schools of fairly similar size and located in communities of approximately the same social and economic backgrounds. The evaluation procedure consists of various achievement tests, and extensive attitude questionnaire, student interviews, and a method of classroom observation with which the kind and degree of student participation in the classes are measured. Results of the evaluation show that: (1) the Trenton faculty is more experienced and shows greater involvement in professional activities; (2) the Trenton program is elective, whereas the programs of the controls are essentially standard and required; (3) the Trenton curriculum document is more extensively developed than are those of the controls; (4) the Trenton students respond to materials and problems on their own initiative more frequently than do the students in the control schools, and they also respond to each other more often; (5) there are no great differences in achievement among the schools on standardized tests, but it appears that the Trenton students learned many things that are not measurable by traditional achievement tests; their attitudes were considerabley more positive than those of the control students. (DB)

ED 051 221 TE 002 405
Sarbaugh, Lawrence E. Bodaken, Edward M.
An Intern Program of Pre-Student Teaching Experiences for Speech Communication Majors.
Pub Date Dec 70
Note—4p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Observation Techniques, Expectation, *Secondary School Teachers, *Speech Education, *Teacher Interns, Teacher Role
Identifiers—Michigan State University
A program designed to provide prospective secondary speech teachers with intern experiences in addition to those received during the formal student teaching program was initiated at Michigan State University. Objectives of the program are to: (1) analyze the classroom situation from a communication process point of view, (2) observe a variety of classroom situations in one school system, (3) clarify expectations of students, their adivsors, and high school teachers as to the role of the new teacher, and (4) provide a relative standard of comparison on which to form an evaluation of teaching as a career. Concurrent to enrolling in his regular methods course, the communication (speech) education major enrolls for four credit hours of independent study; this study is a "course" for the intern program. Student evaluation of the program takes place in individual conferences with the departmental faculty and in group discussions during the methods course. The responsibilities of the student intern are established by the supervising teacher and the departmental faculty in terms of the student's perceived competency and needs. The students are required to keep daily diaries of their intern activities, and these are submitted to their advisors at the end of the term. The supervising teachers evaluate intern performance. (CK)

ED 051 222 TE 002 419
Ulin, Richard O.
Behavioral Objectives: Vietnam for the English Curriculum?
New England Association of Teachers of English, Burlington, Vt.
Pub Date Feb 71
Note—8p.
Journal Cit—NEATE Leaflet; v70 n1 p3-10 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *English Instruction, *Teacher Attitudes
The range of teacher opinion concerning the worth of behavioral objectives for English is wide. The subject has provoked a great amount of heated discussion and has resulted in the resignation of at least one leading educational official. (CK)

ED 051 223 TE 002 420
Farrell, Edmund J.
Innovations or Debilitations? Caveats and Quandries about English Programs.
New England Association of Teachers of English, Burlington, Vt.
Pub Date Feb 71
Note—9p.
Journal Cit—NEATE Leaflet; v70 n1 p11-19 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *English Programs, *Student Attitudes
Innovations in the English curriculum are more talked about than implemented. Curriculum changes, some with profound implications, are occurring; however, such changes affect only a few schools. Student dissatisfaction with current course offerings is increasing. (CK)

ED 051 224 TE 002 421
Lindley, Daniel A., Jr.
Some Notes on Behavioral Objectives for English.
New England Association of Teachers of English, Burlington, Vt.
Pub Date Feb 71
Note—4p.
Journal Cit—NEATE Leaflet; v70 n1 p20-23 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Behavior Change, *Change Agents, *Educational Accountability, *English Instruction, Teacher Attitudes, *Verbal Ability
English teachers are too prone to see themselves in an either/or position "vis-a-vis" behavioral objectives: either they accept them or they don't. Because behavior has always been in existence, so have behavioral objectives. Taxpayers expect teachers to elicit certain behaviors from their offspring concerning language. Also, English teachers have been too prone to focus on long-range goals at the expense of immediate ones. In conclusion, English teachers have a responsibility to effect meaningful changes in the verbal behavior of their students. (CK)

ED 051 225 TE 002 428
Barone, Frank J. Austin, Diane M.
Introduction to Humanities: A Framework for Teachers and Students.
Poway Unified School District, Calif.
Pub Date [70]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Creative Expression, *Humanities Instruction, *Independent Study, *Student Projects, Teacher Role, *Teaching Guides
The framework for a course in the study of man in his relationships with society, with nature, and within himself is presented. In this nongraded, student-directed course, the areas of investigation includ philosophy, art, music, history, literature, science, and architecture. Each student should produce at least one individual contribution and one group contribution each quarter. They will be evaluated on their ability to produce something creative for the course. Projects may include original poetry, student-made films, collage, musical composition, sculpture, painting, dramatic productions, or architectural models. The goal of the course is, through an expanded knowledge of man, to bring about a change of attitude and behavior in the students, which will result in their growth and maturity. Resource materials are listed. (DB)

ED 051 226 TE 002 431
Bronstein, Arthur J. And Others
A Sociolinguistic Comment on the Changing Attitudes Toward the Use of Black English and an Experimental Study to Measure Some of Those Attitudes.
Pub Date Dec 70
Note—19p.; Paper presented at the Annual Convention of the Speech Communication Association (56th, New Orleans, December 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, Changing Attitudes, *Dialects, *Educational Attitudes, *Language Usage, *Models, Negroes, *Surveys
Identifiers—Language Attitude Scale
The increasingly wide-spread controversy surrounding the subject of Black English is the subject of this document. This presentation consists of two parts. The first part reports an experimental study undertaken to determine attitudes of some educators toward Black English. Caucasian and Negro teachers were administered a Language Attitude Scale to determine their attitudes toward the following: (1) the structure of Black English, (2) the consequences of using (or not using) and accepting (or rejecting) Black English, (3) the importance of Black English to the speakers of it, and (4) the cognitive and intellectual abilities of speakers of Black English. Results show that language attitudes vary both racially and on educational levels. Part II of this presentation takes a closer look at these attitudes. Educators concerned with the problems of the disadvantaged have, in recent years, encountered an increasing amount of failure in trying to carry out what they see as their basic task. This failure is related to a faulty understanding of the use of language and of the attitudes toward language use. Two views toward Black English may be identified: (1) an older view based on a deficit model in which the dialect is considered inferior, (2) a more recent view based on a difference model which accepts the premise that all dialects possess internal validity. It is concluded that the educational establishment must come to view Black English as another dialect of English. (CK)

ED 051 227 TE 002 434
Heinberg, Paul Sanderson, Sarah
A Multi-Sensory Approach to Language Development in Children of Different Cultures.
Pub Date Dec 70
Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, Communication (Thought Transfer), Cultural Differences, *Diagnostic Teaching, *Elementary School Students, *Language Development, *Minority Groups, *Models
In trying to minimize the disadvantages of children from minority cultures in their first years of elementary school, the usual approach is to employ diagnostic tools which yield quantitative measures of such children's inadequacies, and then to teach in an attempt to yield higher scores. In the area of speech-communication, this approach focuses on measurement of linguistic competence, and then training in language acquisition. Since mass education proceeds from an assumed common experiential base, the lexicon of children from the majority culture is not a compilation of words that children from other cultures need to learn so much as they are labels for experiences which these other children have not had and must acquire. A language acquisition approach is based on the speaker-is-valid model of communication which results in a focus on cognitions and language processes. The described multisensory approach is based on the system-is-valid communication model, and this results in a focus on experiences and communication outcomes. (Author)

ED 051 228 TE 002 435
Early, Margaret, Ed.
Language Face to Face: Developing a Language Centered Curriculum at the Heman Street School.
Syracuse Univ., N.Y. Reading and Language Arts Center.
Pub Date 71
Grant—OEG-0-9-420068-2173-721
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, Elementary School Teachers, *English Curriculum, Teacher Education, Teacher Educators
Five prospective elementary teachers and five prospective teacher trainers were introduced to the experience of initiating and developing a language-centered curriculum. A collection of articles, written by the doctoral and master's candidates in the program, represents significant aspects of their experience. The titles of the articles are the following: (1) "One Person's View of Language in the Elementary School," (2) "A Unit on Neighborhoods: Grade Two," (3) "Language Face to Face," (4) "Introducing Individualized Reading in First Grade," (5) "Introducing 'Free' Reading Periods," (6) "Mini Courses: Evaluation of a Curricular Innovation at Heman Street School," (7) "Working on Writing," (8) "Language Throughout the Integrated Day," (9) "Learning Sight Words," (10) "Replication Study: Word Boundaries," (11) "'Action

Research' on Spelling Methods in Grade Two," and (12) "Listening and Listening-Reading at Two Rates of Presentation by Fifth Grade Pupils." (CK)

ED 051 229 TE 002 443
Shutes, Robert E.
"?...•...!" Or Composition Can Be Taught If....
Pub Date 70
Note—24p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition Skills (Literary), *Concept Formation, *Creative Expression, Educational Research, Learning Theories, *Models, *Perception, Thought Processes

At its national convention, NCTE questioned whether composition can be taught at all. A synthesis of some recent research and theory offers a new perspective from which to analyze the problem and to propose some solutions to it. It suggests that the composing process can be analyzed into its component skills and that these skills can be taught according to known principles of learning. A statement or a communication will result when the composing process is finished. Composition means the act of putting together in coherent relationship. Composing has a perceptual, conceptual and an expressive dimension. These three dimensions tend to be cyclical. A model shows the steps in the process of composing. The first line of steps in the model has a strong perceptual base. Once a focus, however broad, has been selected, progress is dependent upon the individual's ability to perceive ever finer discriminations and associations. Almost simultaneously with the development of perception, a parallel conceptual development must occur. In view of the model presented above, composing is not being taught. Focus on the completed whole has led to ignoring the prerequisite processes. However, if teachers can be led to create appropriate perceptual and conceptual learning situations, it may become possible for composition to be taught. (CK)

ED 051 230 TE 002 445
Ross, Ramon Royal
Reading Skills and the High School English Program.
Pub Date Nov 70
Note—11p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum Development, *English Instruction, *High School Students, *Instructional Materials, *Reading Skills, Student Motivation, *Teaching Techniques

It is questioned whether high school students need to be taught the reading skills that have been identified to be taught in high school. Students who have acquired the basic skills forge ahead on their own. If they don't know the basic skills, there's no guarantee that they'll be learned if taught. One study shows college students to be antagonistic toward the work they were doing, and this resulted in little or no skill acquirement. Yet, evidence shows that all high school students don't read with proficiency. Students should acquire reading skills through self-paced instruction, working only with those skills lacking. Packaged learning materials are useful for this purpose. A student is pretested until skills needed are identified. He then selects from suggested materials and activities in a learning package those which fit his unique style of learning. Behavioral objectives guide him as he learns. When he has achieved all the objectives in the package, he may proceed to the next skill. Reading skills necessary for high school students include: decoding, interpreting, and applying. For best possible results, teachers should teach indirectly. Students report liking school better when the teacher accepts student responses, asks questions, and is encouraging. In short, a curriculum change is needed in high school reading programs. (CK)

ED 051 231 TE 002 446
Rossiter, Charles M., Jr.
The Effects of Various Methods of Teaching About Freedom of Speech on Attitudes About Free Speech Issues.
Pub Date Dec 70
Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970). It has been published in the Free Speech Yearbook: 1970; New York: Speech Communication Association, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, *Freedom of Speech, Hypothesis Testing, *Speech Education, *Student Attitudes, *Teaching Techniques

The hypothesis that lessons which demand student involvement through leading a short discussion of required reading would result in greater attitude change in a liberal direction than would lessons taught by the lecture/discussion method was tested. Using members of four sections of a university course in communication, three sections received lessons about freedom of speech while the fourth section served as a control group. Two of the experimental groups were assigned to the lecture/discussion method, and one was assigned to a reports on readings by students/discussion method. Two of the experimental groups and the control group were pretested as to attitudes concerning free speech issues, and all four groups were posttested. As in a previous study, all three experimental groups who had participated in free-speech lessons showed attitude shifts in a liberal direction. The report/discussion group had the highest posttest mean. All experimental groups showed more permissive attitudes than did the control group. An appendix presents the questionnaire used to measure the students' attitudes. (DB)

ED 051 232 TE 002 448
Gregg, Richard B.
A Modern Conceptualization of Rhetorical Criticism.
Pub Date Nov 70
Note—12p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Mass Media, *Rhetoric, *Rhetorical Criticism

A report of the Committee on Rhetorical Criticism, presented at the Pheasant Run Conference of the Developmental Project on Rhetoric, May 14, 1969, is discussed. Some specific recommendations made by the committee with regard to critical practice and pedagogy are given. (DB)

ED 051 233 TE 002 450
Donelson, Kenneth, Ed.
Films and the English Class.
Arizona State Univ., Tempe.
Pub Date Feb 71
Note—110p.
Available from—Ken Donelson, Arizona English Bulletin, English Department, Arizona State University, Tempe, Arizona 85281 ($1.25)
Journal Cit—Arizona English Bulletin, v13 n2 p1-106 Feb 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, *English Instruction, *Films, *Instructional Aids

The importance of film in the English classroom and its vitality in the English curriculum are discussed. Articles that comprise this issue of the bulletin are: The Trouble with Film Teaching by James E. Cutts; "You Ain't Heard Nothin' Yet" or Send Your Students to the Flicks Tonight by Bob Haskett; It's the Reel Thing: The Verite of Cinema Is That It Does Belong in the Classroom by Neil W. Elverson; A Visual and Auditory Composition by Henry Pilote; Using "Magic Moments" Films in Elementary School by Carolyn Onstott, Lynne Newcomb, and Klaire Pirtle; Science Fiction, Movies, and Freshman English: All for One, and One for All by Edward E. Waldron; Film Study for the Very Young by Richard Mechling; S.W.I.F.T. Organizes; Organizing a Film Study Association by Edward J. Cryer; The Silent Movie--Untapped Potential for the Classroom by Brother Bonaventure J. Neidlinger; Go Underground! by James Quick; Film and the English Class by Charles P. Kendall; The Film Was Very Fun-damental by Mildred M. Jeranko; What Films Are Worth Seeing? What Books about Film Are Worth Reading? by Kenneth L. Donelson; and Cyrano Pointed the Way: A Brief Retrospective Journey Through the 60's by Leo Hartke and Millan Freeman. (DB)

ED 051 234 TE 002 451
Sisk, Jean C.
Cooperative Involvement of Administrator-Supervisor-Teacher Is the "Right Mix" for Inservice Training.
Pub Date Nov 70
Note—11p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperative Planning, *Elementary School Curriculum, *English Programs, *Inservice Teacher Education, *Pilot Projects
Identifiers—Baltimore County, Maryland

As an outcome of a pilot in-service training course in newer approaches to English-language teaching, an EPDA Basic Studies Project for in-service training in elementary language arts was begun in Baltimore County Schools. The people who were involved in a cooperative effort included college consultants, administrators, staff supervisors and instructors, and teachers. (DB)

ED 051 235 TE 002 452
Berger, Art
Poet in the Schoolhouse (Evoking Creative Energy in Language).
Pub Date 70
Note—12p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Creative Teaching, *Creative Writing, *Disadvantaged Youth, Language Arts, *Poetry, *Teaching Techniques

A teachers experience in teaching disadvantaged children to write creatively is described. Conclusions drawn are that teachers must learn to accept the language of the children; children should be allowed to invent the language by which they manage their own world; no arbitrary limits should be placed on the range of experience and language used in the classroom; and writing must not be estranged from the other arts such as acting, music, drawing, and dance. (DB)

ED 051 236 TE 002 456
Wolsch, Robert A.
Poetic Composition through the Grades: A Language Sensitivity Program.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date 70
Note—191p.; Practical Suggestions for Teaching Series
Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($2.95)
Document Not Available from EDRS.
Descriptors—*Composition (Literary), *Creative Writing, Elementary School Curriculum, *Language Rhythm, *Poetry, *Teaching Guides, Versification

The role of elementary school teachers in encouraging children in poetic composition is the focus of this handbook, one of a series that offer suggestions for teaching. With the assumption that given proper guidance, all children are capable of poetic composition, this teachers' guide introduces poetic composition in three interdependent stages: the evocative, the language precision, and the sharing. The evocative stage gives primary attention to stimulating the child's appreciation of his own language ability; the language precision stage has as its primary goal versitility in organizing language and form, to improve ways of stating ideas and feelings; and the sharing stage involves the search for appropriate means to help the children share their poetic selection with others. The handbook is comprised of the following chapters: Uncovering Children's Poetic Composition; Recognizing the Nature of Poetic Composition; Espousing Values of Poetic Composition to Children; Organizing Conditions for Poetic Composition; Starting the Poetic Composition Process; Writing Out of Experience; Writing Into Experience; Using Language Poetically; Arranging Extemporaneous Poetic Patterns; Introducing Predesigned Verse Forms; Dignifying Children's Poetic Compositions; and Sharing Poetic Composition. (DB)

ED 051 237 TE 002 458
Rossiter, Charles Melvin, Jr.
The Effects of Rate of Presentation on Listening Test Scores for Recall of Facts, Recall of Ideas, and Generation of Inferences.

Pub Date 70
Note—162p.; Ph.D. Dissertation, Ohio University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-24,440, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Listening Skills, *Tests

The effects of rate of presentation on scores for listening tests for three different types of information were examined. The three tests used demanded that subjects recall facts, ideas, and inferences, respectively. Conclusions are listed. (CK)

ED 051 238 TE 002 459
Gantt, Vernon Wilson
Attitude Change as a Function of Source Credibility and Levels of Involvement.
Pub Date 70
Note—114p.; Ph.D. Dissertation, Ohio University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-24,426, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Changing Attitudes, *Hypothesis Testing, *Verbal Communication

Five hypotheses are tested concerning the attitude changes occurring in subjects informed of research findings that conflict with their pre-experimental attitudes. Results are discussed. (CK)

ED 051 239 TE 002 463
Felsenthal, Norman Allan
Racial Identification as a Variable in Instructional Media.
Pub Date 69
Note—165p.; Ph.D. Dissertation, University of Iowa
Available from—University Microfilms, Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-4354: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, *Hypothesis Testing, *Language Usage, *Racial Differences, *Task Performance, *Testing, Test Results

One aspect of reference group theory, racial identification, was studied, and the effects of this identification on the acquisition of knowledge and the formation of attitudes were examined. Three hypotheses were investigated: (1) Children who perceive an instructional tape narrator to be a member of their own race will score significantly higher on a retention test than will children who perceive a narrator to be a member of a different race; (2) Children who perceive the narrator to be a member of their own race will rate that narrator higher on the various dimensions of source credibility and will also rate as more acceptable the content the narrator discusses than will subjects who perceive the narrator to be of a different race; (3) The effects anticipated in the first two hypotheses will be greatest among students who are low achievers and least among students who are high achievers. Eighth grade students served as subjects; 40% were Negro; the balance were white. All 256 subjects were exposed to a sound-slide presentation; then subjects were given three successive tests. All criterion measurements were subjected to analysis of variance. Statistical data from the experiment were inconclusive. Though subjects clearly identified with members of their own race, this difference in reference groups had no significant effect on interaction between race of subjects and narrator when other criteria were involved. (Author/CK)

ED 051 240 TE 002 464
Southern, Mara Lee
Language-Cognitive Enhancement of Disadvantaged Preschool Children Through Modeling Procedures.
Pub Date 69
Note—66p.; Ph.D. Dissertation, Stanford University, 1969
Available from—University Microfilms, Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,530: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Cognitive Development, Comparative Analysis, Control Groups, *Economic Disadvantagement, Experimental Groups, *Language Development, Mexican Americans, Models, *Preschool Children, *Socioeconomic Status

Two experiments were performed to evaluate the effects of modeling and small group activities on language and cognitive change in samples of young, low socio-economic status (SES) children. Experiment I involved children attending two preschool centers for aid to dependent children. Experiment II took place in the context of a research preschool for low SES Mexican-Americans. The Experimental groups were exposed twice weekly for six weeks to a 10-12 minute live modeling session. This was immediately followed by a 20 minute small-group lesson on the task which had been demonstrated in the modeling session. Tasks dealt with size, color, number, spatial relations, similarities and differences, and concept categorization. The small group activity for Control Ss was the same as for the Experimental Ss except that these Ss did not observe a modeling session. The Comparison group Ss had no treatment other than the activities planned by their teachers. Five dependent variable measures were employed. Each measure was individually administered before and after the six week experimental period. In both experiments the three group comparison yielded significant F-ratios on the ITPA-VE subtest. Experimental Ss had the highest means and Comparison Ss the lowest means. It is suggested that oral language functions were more affected than general cognitive functions by the experiment. (Author/CK)

ED 051 241 TE 002 465
Roe, Betty Joyce Daniel
Readability of Language Arts Textbooks.
Pub Date 69
Note—162p.; Ed.D. Dissertation, University of Tennessee
Available from—University Microfilms, Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7599: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Elementary School Curriculum, *Language Arts, *Readability, *Textbook Evaluation

This study was designed to examine the readability levels of the fourth, fifth, and sixth grade textbooks of four of the most recent language arts textbook series. Readability scores were obtained for each textbook as a whole, for each chapter in each textbook, and for presentation of content and student exercises material within each textbook. The Powers, Sumner, and Kearl 1958 recalculation of the Dale-Chall readability formula was used to determine the readability levels. Fifty percent of the textbooks had been given appropriate grade placements by the publishers. Of the remaining 50 percent, 16.7 percent were too difficult, and 33.3 percent were too easy. Eight of the books had some sections that were too difficult for the assigned grade levels. All of the textbooks had language arts topics written on several grade levels. Three topics--speaking, social conventions, and book reviews--were consistently low in readability level; four topics--poetry, library skills, dictionary skills, and word building and vocabulary study--tended to be consistently high in readability level. Only one textbook progressed from easy to difficult reading, but two progressed from difficult to easy. In general, content material was more difficult than exercise material. (Author/DB)

ED 051 242 TE 002 469
Gibbons, Cardinal Keith
Spelling Vocabulary Study: Words in Eight Spelling Series Compared to the Horn, Rinsland, and McKee-Fitzgerald Studies, and the New Iowa Spelling Scale.
Pub Date 69
Note—723p.; Ed.D. Dissertation, University of Idaho
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,681: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Child Language, *Spelling, *Textbooks, *Word Frequency, *Word Lists
Identifiers—Idaho

A study was made to determine the relationship of the words in each spelling series studied to the frequency of word usage as found in recognized studies of adult and child vocabularies, and other factors of interest to a textbook committee. The spelling list, for grades 2-8 inclusive, in the eight series of spellers approved for use in the Idaho public schools were combined with the vocabulary lists of various studies and then tabulated according to the frequency group in which each word was found. These tally marks were counted and the numerical values placed in tables to show the various comparisons of one series of texts with another. The slight variation of the percentage of words taken from each frequency group of the Horn, McKee-Fitzgerald, and Rinsland studies might appear to indicate that the authors had reached some measure of agreement as to the percentage of total words which were to be taken from each frequency group, and would indicate that the choice of a series of texts would need to be based upon some criteria other than the word list itself. (Author/CK)

ED 051 243 TE 002 470
Curry, Dal Roy
The Effect of Two Types of Auditory Discrimination Training on Language Performance and Acquisition in a Culturally Deprived Preschool Population.
Pub Date 69
Note—108p.; Ph.D. Dissertation, University of Kansas
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11,011: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Auditory Discrimination, Control Groups, *Discrimination Learning, Experimental Groups, *Language Development, Tape Recorders, *Tests, *Training Techniques, Word Lists

This study was undertaken to compare the effectiveness of two basic approaches to the training of auditory discrimination and to assess the effect of training upon language functioning and acquisition. Subjects were 42 culturally deprived Negro preschoolers. A receptive training group, an expressive training group, and a control group were used. The expressive group was presented with 15 tape recorded lessons of 16 one-syllable word pairs similar to those found on the WADT. Subjects were told to indicate whether the two words presented were the same or different words. The expressive group used the same word pairs, but subjects were required to repeat each word verbatim. In order to control for familiarity with tape recorded material, the control group spent equal time listening to recorded stories. Both training groups improved significantly in WADT performance as a result of training, while the control group did not. Both training groups improved on all tests following training. Comparison of the Cloze Test scores taken after training and after language instruction indicated that all groups had improved equally. Conclusions are: (1) Receptive and expressive methods of auditory discrimination training do not differ significantly in their effectiveness in producing auditory discrimination performance; (2) Auditory discrimination training employing an expressive response may result in improved expressive language functioning; (3) Auditory discrimination training does not necessarily improve language acquisition skills. (Author/CK)

ED 051 244 TE 002 471
Andrews, Larry Kenneth
The Effect of Author Biography upon the Comprehension and Appreciation of Poetry.
Pub Date 69
Note—101p.; Ph.D. Dissertation, University of Missouri, Columbia
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-6555: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Control Groups, Experimental Groups, *Grade 10, *Literature Appreciation, *Poetry, *Reading Comprehension, Test Results, *Tests

This study investigated whether the inclusion of biographical material about a poet contributes to or detracts from the comprehension and appreciation of poetry. Twenty randomly selected poems were presented to two tenth grade average-ability English classes. The control group listened to an audio-recording of each poem while it concurrently read a mimeographed copy of the text. The experimental group heard a biographical sketch of each poet before it heard the recording and read the poem. After each poem had been presented, the subjects took a three-

item comprehension test over the main idea of the poem; then they ranked the poem on five semantic differential scales, used as measures of appreciation. Composite mean comprehension scores for the two groups were not significantly different, whereas appreciation scores were. It is concluded that the inclusion of biographical information about the authors of the poems used in this study made no significant difference in the subjects' comprehension of the poems, but it did contribute greatly to their appreciation of the poems. (Author/CK)

ED 051 245 TE 002 474
Norris, Eleanor L. And Others
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Pub Date Nov 70
Note—166p.; National Assessment Report 3
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Age Differences, Behavioral Objectives, *Communication (Thought Transfer), Comparative Analysis, *Composition Skills (Literary), *Data Collection, *Educational Objectives
Identifiers—Educational Testing Service, ETS
National results for writing, one of the three subject areas assessed during the first year of data collection by National Assessment, are presented in this volume. National results for the other two subjects, science and citizenship, are presented in separate volumes. The purpose of this project is to explore whether an assessment of educational outcomes is possible, and, if so, to develop the plan and methods for conducting it. The Educational Testing Service (ETS) of Princeton, N.J., developed the objectives and exercises in writing, working with subject matter experts and others concerned with educational planning. Four broad objectives were defined: (1) write to communicate adequately in a social situation, (2) write to communicate adequately in a business or vocational situation, (3) write to communicate adequately in a scholastic situation, (4) appreciate the value of writing. Examples of types of behaviors expected at each of the four age levels (ages 9, 13, 17 and adults) are spelled out. The percentage of respondents who were able to complete each writing task successfully is shown. A number of writing tasks were given at more than one age and thus allow comparisons between ages. Results of these comparisons are given. The exercises reported here show what people at four age levels know, what they can do, and what their attitudes are in one subject area, writing. Five appendices are included. For related document, see TE 002 475. (CK)

ED 051 246 TE 002 475
Norris, Eleanor L. And Others
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Pub Date Apr 71
Note—143p.; National Assessment Report 5
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Age Differences, Behavior Patterns, Communication (Thought Transfer), *Community Size, *Composition (Literary), *Sex Differences, Surveys, *Urban Areas
National results for writing, one of the subjects assessed by National Assessment during 1969-70, were reported in November 1970. In the present report, results are presented by age (9, 13, 17 and young adults between 26 and 35) and by three classifications: (1) sex, (2) region: southeast, central, west, and (3) size of community: big cities, urban fringes, medium-size cities and smaller places. The data are examined for evidence of patterns of performance--for example, in general, how do males and females compare in percentage of successful performance? How does each region compare with the nation as a whole? How does each size of a community compare with the nation as a whole? The general, or typical, behavior is described, and then exercises on which a group performed much above or much below its own typical level are described and discussed. The general findings are: (1) Females perform better than males at all four ages, but their advantage is greater for 17s and adults than for 9s and 13s; (2) The northeast and central regions typically are above the nation as a whole; (3) The urban fringe typically performs above the nation as a whole, and the advantage is greater at ages 17 and adult than at ages 9 and 13. Three appendices are attached. For related document, see TE 002 474. (CK)

ED 051 247 TE 002 476
Widening Cultural Horizons Through the Performing Arts. Annual Report.
Merced County Schools, Calif.
Pub Date Aug 69
Note—177p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Children, *Elementary School Students, *Rural Schools, *Secondary School Students, *Theater Arts
Identifiers—*Elementary Secondary Education Act Title III
A proposal to present to all the students of a rural county, live performance in music, ballet, drama and opera will support an existing project. Although planned for all elementary and secondary students, very young children are given special consideration in a small audience situation, where they can hear, see, and talk with the artists. Three performances a year for all grades will be given by professional groups, students from the creative arts departments of colleges and universities, and local artists. Included are presentations by ethnic groups. (Author/CK)

ED 051 248 TE 002 480
Rowell, Bobby
Unit on Existentialism.
Pub Date Mar 71
Note—3p.
Journal Cit—Missouri English Bulletin; v28 n2 p7-9 March 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Existentialism, *Literature, *Student Motivation
A unit on existentialism is suggested to counteract the indifferent attitude that students have toward much of the literature with which they are presented. The key to a successful literature unit is immediate and total student involvement. Topics, authors, and works which may be used to arouse student interest are presented. (CK)

ED 051 249 TE 499 826
Jester, Robert Emile
Relationship Between Teachers' Vocabulary Usage and the Vocabulary of Kindergarten and First Grade Students. Final Report.
Florida Univ., Gainesville. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-D-056
Pub Date Jul 70
Grant—OEG-4-8-080056-050-057
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, *Grade 1, *Kindergarten, *Language Research, Socioeconomic Status, Tape Recorders, Test Results, *Word Lists
Identifiers—Thorndike Lorge List
Research has been conducted regarding the linguistic structure of children's language usage. There has not, however, been an attempt to relate children's knowledge of vocabulary to their teachers' use of vocabulary. The purpose of this study was to examine the relationship between the vocabulary used by teachers and the proportion of that vocabulary known by the children in their classrooms. Eight kindergarten and eight first grade teachers from seven schools in a north-central Florida community volunteered to participate in the study. Language samples were tape recorded for each of the teachers during their normal working day. The samples were used to construct word lists and children were then tested for their knowledge of words from these lists. Congruence scores were derived on the basis of words particular teachers used and the percentage of those words their children knew. The high frequency words used by teachers are on the Thorndike-Lorge list. The independent variable contributing most to differences in congruence scores was socio-economic background. The recommendation was made that no efforts towards replication of the study be made because the time required seemed excessive for the results obtained. The word lists resulting from this study appear to be sufficiently reliable that they can serve as a base for subsequent testing of children. (Author)

ED 051 250 24 TE 499 827
Kensler, Gordon
Preconference Education Research Training Program for Descriptive Research in Art Education. Final Report.
National Art Education Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0071
Pub Date Jan 71
Grant—OEG-0-70-2849
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Art Education, Behavioral Objectives, *Change Agents, *Data Collection, Institutes (Training Programs), *Research Methodology, *Teacher Attitudes
Identifiers—National Art Education Association
The purpose of this publication is to inspire an interest in research and encourage art teachers at all levels to seek more information and try this methodology (descriptive research in art education) in their own teaching environment. There are some who see art and science as quite distinctly different approaches to reality. Another view is that art and science come together at the point of active discovery. This presentation is made with two observations in mind: (1) Many art educators distrust science generally; (2) Many tend to be wholistic in personality. The document is divided into five sections. It is concluded that art educators trained in research methods are relatively few and their combined number cannot provide the descriptive data that is needed. It is hoped that more interest and active involvement in gathering descriptive material will come from teachers and supervisors working in the schools and colleges. Five appendices are attached. (CK)

ED 051 251 24 TE 499 828
Radocy, Rudolf E.
Development of a Test for the Nonperformance Aspects of Music Education. Final Report.
Pennsylvania State Univ., University Park.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—R-38
Bureau No—BR-0-B-004
Pub Date Feb 71
Grant—OEG-2-700018(509)
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Students, Comparative Analysis, *Computer Programs, *Criterion Referenced Tests, *Music Education, *Performance Tests, State Universities
The development of a prototype computerized, criterion-referenced test of certain nonperformance musical behaviors for administration to entering students in music education at a state university was undertaken. After the formulation of statements of competencies to serve as conceptual bases for the formulation of test items, items were constructed for 12 subtests. Four subtests were selected for programming. The test was programmed sequentially for the IBM 1500 Instructional System. The students' score for each subtest was the number of items actually answered correctly plus the number of items for which a correct answer was assumed. The computerized test was administered to 32 undergraduate music education students. A parallel conventional version of the test was given to 28 other students, and a comparative analysis was made. The tests were not shown to be equivalent. Quantitative inadequacies may be explained by the discrepancies between estimated orders of item difficulty and the true orders of item difficulty for the particular students tested. From a qualitative standpoint, the computerized test performs adequately. With refinement, it could provide a convenient, rapid assessment of students in regard to certain expected nonperformance musical competencies. (Author/CK)

ED 051 252 TE 499 829
Young, William T.
A Study of Remedial Procedures for Improving the Level of Musical Attainment among Preschool Disadvantaged. Final Report.
Stephen F. Austin State Univ., Nacogdoches, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-G-045
Pub Date Feb 71
Grant—OEG-7-70-0161-(509)
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Achievement, Concept Formation, Control Groups, *Disadvantaged Youth, Factor Analysis, *Hypothesis Testing, Intelligence Tests, *Music Education, *Preschool Children, Remedial Instruction, *Tests
The effect of a structured program of musical training on the musical abilities of preschool children from disadvantaged environments was investigated. It was hypothesized that, if the musical abilities of such children could be improved sufficiently, they might then be able to enter elementary school on a level commensurate with that of their more fortunate peers. The project was conducted in three phases: pretest, instruction, and posttest. During the pretest phase, each child was given an individual musical concept performance test to determine his initial level of musical ability. The disadvantaged children were also given an individual Stanford-Binet Intelligence Test. Four groups of children were employed: two advantaged and two disadvantaged. One of the advantaged and one of the disadvantaged groups served as control groups, and the other two were exposed to a 20-lesson series of musical concept instruction. After the training phase, the same test as used in the pretesting phase was employed for posttesting. A two factor A x B design was employed for the analysis of the simple, main, and interaction effects. Marching, clapping, and rhythm echo games were effective techniques for teaching rhythm concepts. The results suggest that such a structured program effectively raises the level of musical ability of both disadvantaged and advantaged children. (Author/CK)

ED 051 253 24 TE 499 830
Rosner, Jerome Simon, Dorothea P.
The Auditory Analysis Test: An Initial Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Bureau No—BR-5-0253
Pub Date 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Auditory Tests, Correlation, *Elementary School Students, *Item Analysis, *Kindergarten Children, *Test Results, Test Validity
Identifiers—*Auditory Analysis Test
A new test for auditory perception (Auditory Analysis Test) was given to 284 kindergarten through grade 6 children. The instrument, consisting of 40 items, asks the testee to repeat a spoken word, then to repeat it again without certain specified phonemic elements--such as a beginning, ending or medially-positioned sound. Seven categories of item difficulty were proposed. Test results varied, both within and between class groups. Performance tended to improve with age and grade placement. Pearson Product Moment Correlations of individual AAT scores with Stanford Achievement Test reading scores yielded significant relationships ($p < .01$) ranging from .53 (grade 1) to .84 (grade 3). Analysis of errors supported the validity of test item difficulty and provided direction for the design of a treatment approach to auditory perceptual dysfunction. (Author)

ED 051 254 TE 499 834
Eddy, Junius
A Review of Federal Programs Supporting the Arts in Education.
Ford Foundation, New York, N.Y.
Pub Date May 70
Note—141p.; A report to the Ford Foundation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Art Education, Creative Art, *Educational Legislation, *Federal Aid, *National Surveys, Teacher Education, *Theater Arts
Identifiers—ESEA Title I, ESEA Title III
The ways in which public funds have been used to support activities dealing with the arts in general education and the creative and performing arts are examined. Topics covered include: (1) the Elementary and Secondary Education Act of 1965, (2) teacher education under NDEA, NFAHA, and EDPA, (3) other OE-administered legislation with limited applicability, and (4) programs administered by other agencies which support arts-in-education activities. The conclusions show that large sums of federal funds have been directed toward supporting the arts in education, including the creative and performing arts. The great bulk of this support came from Titles I and III of the Elementary and Secondary Education Act. (CK)

ED 051 255 24 TE 499 835
Norris, Eleanor L., Ed. Goodwin, Barbara, Ed.
National Assessment of Educational Progress: Art Objectives.
National Assessment of Educational Progress, Ann Arbor, Mich.
Bureau No—BR-8-0771
Pub Date 71
Grant—OEG-0-9-08771-2468(508)
Note—33p.
Available from—National Assessment of Educational Progress Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00; 10 or more-20% discount)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Art Education, *Educational Objectives, *National Surveys
The results of the national assessment of progress in educational art objectives are given. Topics covered are procedures for developing art objectives and art objectives, per se. Appendices and names of organizations affiliated with the evaluation effort are included. (CK)

TM

ED 051 256 TM 000 151
Wolff, Hans
On Approximation of Distribution and Density Functions.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-51
Pub Date Sep 70
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Calculation, *Mathematics, Measurement, Multiple Regression Analysis, Probability, *Research Methodology, *Statistical Analysis, *Statistical Studies, Statistics
Identifiers—*Stochastic Approximation Theory
Stochastic approximation algorithms for least square error approximation to density and distribution functions are considered. The main results are necessary and sufficient parameter conditions for the convergence of the approximation processes and a generalization to some time-dependent density and distribution functions. (Author)

ED 051 257 TM 000 291
Joreskog, Karl G.
A General Method for Estimating a Linear Structural Equation System.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-54
Pub Date Sep 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Analysis of Covariance, Analysis of Variance, *Computer Programs, Critical Path Method, Economics, Goodness of Fit, *Mathematical Models, Mathematics, Psychology, Sciences, *Standard Error of Measurement, *Statistics, Tests
Identifiers—*Measurement Errors
A general method for estimating the unknown coefficients in a set of linear structural equations is described. In its most general form the method allows for both errors in equations (residuals, disturbances) and errors in variables (errors of measurement, observational errors) and yields estimates of the residual variance-covariance matrix and the measurement error variances as well as estimates of the unknown coefficients in the structural equations, provided all these parameters are identified. Two special cases of this general method are discussed separately. One is when there are errors in equations but no errors in variables. The other is when there are errors in variables but no errors in equations. The methods are applied and illustrated using artificial, economic and psychological data. (Author)

ED 051 258 TM 000 296
Wolff, Hans
On Stochastic Approximation.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-55
Pub Date Sep 70
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mathematics, *Probability, Statistical Analysis, *Statistics
Identifiers—Robbins-Monro Procedure, *Stochastic Approximation
This paper deals with a stochastic process for the approximation of the root of a regression equation. This process was first suggested by Robbins and Monro. The main result here is a necessary and sufficient condition on the iteration coefficients for convergence of the process (convergence with probability one and convergence in the quadratic mean). (Author)

ED 051 259 TM 000 318
Victor, Jack Coller, Alan R.
Preliminary Report on the Use of Several Early Childhood Inventories for the Evaluation of Educational Programs.
New York Univ., N.Y. Inst. for Developmental Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Rep-3A
Pub Date Mar 68
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Aptitude Tests, Comparative Analysis, Comparative Testing, Curriculum Research, Data Analysis, Disadvantaged Youth, *Early Childhood Education, *Educational Programs, Educational Testing, *Enrichment Programs, Grade 1, Individual Differences, Kindergarten Children, *Measurement Instruments, Negro Students, Nonverbal Tests, Preschool Children, *Program Evaluation
Identifiers—*Early Childhood Inventories Project (ECIP), Head Start, IDS Enrichment Program, New York City Public Schools
The Early Childhood Inventories Project (ECIP) was initiated to originate aptitude/achievement type inventories which could assess very specific behaviors of young children, particularly disadvantaged children. In practice these inventories are "non-specific" type criterion-referenced measures. This first aspect of the project involved the comparison of three educational programs, the IDS "enrichment" program, a Head Start program, and regular New York City Board of Education programs. Sample populations were randomly drawn from preschool, kindergarten, and first grade classes. Six instruments developed for this purpose by the ECIP staff were employed in the gathering of data. Preliminary analysis of the pretest data appeared to indicate that such enrichment programs produce significant positive effects in the educational development of young inner-city, low socio-economic status Negro children from New York City. The data showed a general trend for children in the IDS enrichment program to obtain higher scores on these measures than the Head Start group who in turn, obtained higher scores than children in the regular New York City Board of Education program. Appendices include: A list of thirteen sub-tests and the possible range of scores; score sheet; tables of means, standard deviations, and standard errors of the means squared; and a summary table of critical ratio levels of significance for group differences. (PR)

ED 051 260 TM 000 407
Strickland, Guy
Development of a School Attitude Questionnaire for Young Children. Appendices.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—SCE-R-59, App.
Bureau No—BR-6-1646
Pub Date Jul 70
Contract—OEC-4-6-061646-1909
Note—129p.
Available from—Office of Dissemination, Center for the Study of Evaluation, 145 Moore Hall, UCLA, Los Angeles, California 90024 (HC, free)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Attitude Tests, Factor Analysis, Factor Structure, *Grade 1, Nonverbal Tests, Pictorial Stimuli, *Questionnaires, *School Attitudes, *Student Attitudes, Student Teacher Relationship, Visual Measures
Identifiers—ASQ, *Attitude to School Questionnaire

These appendices to ED 043 919 contain the test instrument itself, which was not included with the original announcement. The Attitude to School Questionnaire (ASQ) is designed to measure first graders' attitudes toward school. ASQ is a group-administered, paper and pencil, nonverbal, paced test. The child listens to a description of a situation while looking at a series of drawings depicting the situation. He then reacts by selecting an appropriate face--happy, neutral, or unhappy. Separate forms, with appropriate drawings, are available for boys and girls. No special training or equipment is needed to administer the test. Administration is in two sessions, each of about 20-25 minutes. The teacher's script for administering the questionnaire is included as a manual of instructions. No psychometric data is reported. See ED 043 919 for a survey of the literature concerning the relationship between attitudes and achievement in the elementary school; the conclusions derived therefrom which led to the development of the ASQ; an account of the field testing of earlier forms; a discussion of the factor analysis, which yielded eight first-order factors--attitude toward school, schoolwork, non-threatening authority, authority, show and tell, peers and play, mathematics, and reading; and suggestions for further revision and research on the ASQ. (GS)

ED 051 261 TM 000 473
Meyer, Donald L.
Bayesian Statistics.
Pub Date Feb 71
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bayesian Statistics, *Data Analysis, Decision Making, *Mathematical Models, Research Design, *Research Methodology, Research Problems, Sampling, *Statistics

Bayesian statistical methodology and its possible uses in the behavioral sciences are discussed in relation to the solution of problems in both the use and teaching of fundamental statistical methods, including confidence intervals, significance tests, and sampling. The Bayesian model explains these statistical methods and offers a consistent model which ties together expectation of results, design of studies, analysis and predictions of future observations. A unique feature of the Bayesian approach is pre-posterior analysis in which one predicts what is likely to happen if a certain sample size is employed and then the expected gain of information is compared with the cost of taking the sample. Finally, this model forces a modeling of the decision making process employed in design and analysis. (PR)

ED 051 262 TM 000 485
Mauch, James E. And Others
The Gathering and Use of Data.
Pub Date Oct 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, *Data Collection, *Educational Research, *Evaluation Techniques, Performance Tests, Predictive Ability (Testing), Research Criteria, Test Reliability, *Tests, Test Selection, Test Validity

Fundamental problems in the collection and use of data, in particular the need to develop and use criteria for data, are discussed. Specific examples of the use and misuse of data related to teachers and children in the public schools are presented. Two methods of data collection--manifest techniques and formal response instruments--are evaluated in terms of advantages and disadvantages, as well as reliability and validity. Additional consideration is given to criteria for pre-collection data phases, and test selection (ability and achievement tests). (AE)

ED 051 263 TM 000 537
Cunningham, Donald J.
Formative Evaluation of Replicable Forms of Instruction.
Pub Date Feb 71
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Classification, Data Analysis, *Data Collection, Decision Making, Educational Environment, *Evaluation Methods, *Formative Evaluation, *Instructional Materials, Measurement Goals, *Program Improvement, Student Characteristics, Summative Evaluation, Teacher Characteristics, Teaching Methods

Current thinking and research on the nature of formative evaluation of replicable forms of instruction are summarized. Methodologies appropriate for other evaluation roles (e.g. summative) are shown to be often inappropriate for the formative role. This paper attempts to classify sources of information concerning the merit of educational materials and to suggest appropriate methodologies of formative evaluation. The data sources are of three broad types: external sources, internal sources, and contextual sources. Several types of data under each heading are examined to illustrate the classification system. (Author)

ED 051 264 TM 000 573
Schroder, Carole Crawford, Patricia
School Achievement as Measured by Teacher Ratings and Standardized Achievement Tests.
Toronto Board of Education (Ontario). Research Dept.
Pub Date [70]
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Achievement Rating, Achievement Tests, *Comparative Analysis, Correlation, Creativity, Grade 3, Grade 6, Intelligence Quotient, Longitudinal Studies, Predictive Ability (Testing), *Predictor Variables, *Rating Scales, *Standardized Tests, Student Adjustment, *Student Evaluation, Teacher Attitudes
Identifiers—Metropolitan Achievement Test, *Teachers Rating Questionnaire

The relationships between teacher ratings and standardized achievement tests as measures of student progress are investigated. Initial teacher ratings of pupils in grade 3 and subsequently in grade 6, were contrasted to scores obtained on the Metropolitan Achievement Test (MAT). It was found that a teacher's rating does not provide the same information about the pupil's level of achievement as do the MAT scores. Although a relationship between the two measures was found, the degree of relationship depended upon what areas the teachers had rated. An examination of the data revealed a consistent pattern in the relationship between various subsections of the Teacher Rating Questionnaire and the MAT, the discrepancy scores, and the I.Q. scores. Teacher ratings of performance were much more closely related to these measures than were their ratings of pupil adjustment and creativity. Despite differences among teachers and among classes, as well as the development in the pupils' characteristics from grade 3 to grade 6, there was a reasonable level of agreement among teachers' ratings of student performance. The data supports the conclusion that teachers' ratings of academic achievement are an important and dependable adjunct to the use of standardized achievement tests. The development of the instrument is described briefly and copies of two versions are appended. (Author/AG)

ED 051 265 24 TM 000 574
Maes, Wayne R. Heimann, Robert A.
The Comparison of Three Approaches to the Reduction of Test Anxiety in High School Students. Final Report.
Arizona State Univ., Tempe. Dept. of Educational Psychology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-I-049
Pub Date Oct 70
Grant—OEG-9-9-120049-0020(057)
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Counseling, Criteria, *Educational Psychology, Emotional Response, Guidance, High School Students, Learning, Nondirective Counseling, Psychotherapy, Rational Therapy, Social Studies, Statistical Analysis, *Testing, Tests, *Therapy
Identifiers—Spielberger State Trait Anxiety Inventory, STAI

The relative effectiveness of client-centered, rational-emotive, and desensitization therapies in reducing test anxiety among high school students was investigated. The sample was drawn from 2336 students in grades 10 through 12 who were administered the Spielberger State-Trait Anxiety Inventory (STAI). Thirty-three subjects with high State anxiety but average or low Trait anxiety were selected. Each student was counseled from seven to eleven times during a five-week period by advanced graduate students. Each student was randomly assigned to one of four groups, i.e. client-centered, rational-emotive, desensitization, or no-treatment control Counselor training sequences were designed for each of the three therapeutic approaches. Criterion measures were pre and post administrations of the STAI; psychogalvanic skin response (GSR) measures; and heart rate (HR) response measures. There were no significant differences between the four groups in the STAI; but significant differences at <.05 level were found in the predicted direction between group treatments and controls on criteria of GSR and HR. Post hoc analyses disclosed significance for the desensitization treatment group on GSR, and the rational-emotive treatment group on heart rate. Final analysis revealed differences only with the rational-emotive treatment group and controls on H.R. (Author/PR)

ED 051 266 TM 000 575
Dick, Walter Hagerty, Nancy
Topics in Measurement: Reliability and Validity.
Pub Date Jan 71
Note—201p.
Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y., 10036 ($2.95)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, *Autoinstructional Aids, Correlation, Data Collection, Predictive Validity, *Programed Texts, *Psychometrics, *Reliability, Sampling, Statistics, Test Construction, Test Validity, Textbooks, True Scores, *Validity

This text was developed on an autoinstructional basis to familiarize the reader with the various interpretations of reliability and validity, their measurement and evaluation, and factors influencing their measurement. The text enables those with prior knowledge of statistics to increase their understanding of variance and correlation. Review exercises and references to other texts are provided for those who have no statistical background. Upon completion of the book, the student should be capable of studying the concepts of validity and reliability at more advanced levels, and of evaluating the reported reliabilities and validities of commercial or standardized tests in terms of their adequacy and relevance for his purposes. A bibliography and indexes are included. (CK)

ED 051 267 TM 000 578
Campbell, Paul B. And Others
The Pennsylvania Questionnaire.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Dec 70
Note—32p.
Available from—Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adult Education, *Attitude Tests, Citizenship, Creativity Tests, Cultural Differences, Educational Interest, *Educational Objectives, Educational Quality, Elementary School Students, Grade 5, Grade 11, *Questionnaires, Secondary School Students, *Social Attitudes, *Student Attitudes, Visual Measures
Identifiers—Educational Quality Assessment, Pennsylvania

The Pennsylvania Questionnaire combines in one document elementary and secondary attitudinal items which are intended to measure six of the ten goals of quality education for the state. Item groups include understanding others, interest in learning, citizenship, creativity, appreciation of human accomplishments, and preparation for the demands of a changing world. Each group of items in the questionnaire is accompanied by directions and is designated by a goal number, by "Elementary," "Secondary," or both, and by a brief definition of the subject area. Elementary items are designed for 5th graders and secondary items for 11th graders. Those items designated as both Elementary and Secondary are administered at both grade levels. A variety of supporting data is available on request, including reliabilities, validity, item and factor analyses, and percentile distributions. (Author/LR)

ED 051 268 TM 000 579
Jensema, Carl *Urry, Vern W.*
A Program for Oblique and Orthogonal Procrustes Rotation.
Washington Univ., Seattle. Bureau of Testing.
Pub Date Jan 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Computer Programs, Factor Analysis, Factor Structure, *Goodness of Fit, Mathematics, *Oblique Rotation, *Orthogonal Rotation, *Transformations (Mathematics)
Procrustes rotation involves fitting a factor pattern matrix to a specified target matrix in factor analysis. These rotations are useful for the investigator who wishes to see how well his data can be made to fit a hypothesized factor pattern matrix. The mathematical problems involved in these transformations are outlined and computer algorithms for both oblique and orthogonal solutions are presented. (CK)

ED 051 269 TM 000 583
Horst, Paul
Factor Scores Independent of Item Traits.
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Feb 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, *Motivation, *Personality Tests, Response Mode, *Response Style (Tests), Scores, Scoring Formulas, *Testing Problems
Identifiers—Gumpgookies
During early attempts to interpret factors represented in scores on the Gumpgookies test, an instrument designed to tap motivation to achieve in young children, the factors identified by ordinary factor-analytic techniques were found to be confounded by the subjects' response sets. This paper proposes a method for defining objectively irrelevant item response tendencies. A procedure for deriving independent factor scores from a set of items in which scores are also independent of irrelevant item trait responses is developed. The stages involved in the investigation are discussed and all steps of statistical computation are included. (Author/PR)

ED 051 270 TM 000 584
Nigro, George A.
A Strategy to Determine Causal Directions.
Pub Date Jan 71
Note—9p.; Paper presented in the Session: Statistical Applications, Part II, at the Annual Convention of the National Council on Measurement in Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Educational Research, Hypothesis Testing, *Mathematical Models, *Multiple Regression Analysis, *Research Methodology, *Statistical Analysis
Identifiers—Beta Index, *Causal Theory
A set of mathematical consistencies that forms conditions of inequality in a theorem is summarized, and a strategy for its application with real data is presented. The theorem and strategy are suggested for immediate use by the practitioner seeking cause-effect relationships in a system of variables to cut down guess work and time in analysis and interpretation, especially in light of the masses of data dealt with in the largely nonexperimental or correlational world of education. See also ED 048 362. (Author/AG)

ED 051 271 TM 000 585
Smith, Patricia Cain *And Others*
The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes.
Pub Date Jan 69
Note—194p.
Available from—Rand McNally and Company, Chicago, Illinois ($7.50)
Document Not Available from EDRS.
Descriptors—Attitudes, Attitude Tests, Cluster Analysis, Factor Analysis, *Job Satisfaction, *Measurement Techniques, Models, Need Gratification, *Norms, *Rating Scales, Research Design, *Retirement, Scores, Self Concept, Sex Differences, Validity
Identifiers—JDI, *Job Descriptive Index, RDI, Retirement Descriptive Index
A strategy for studying attitudes is developed by analyzing the nature of satisfaction, and, the requirements for its scientifically adequate measurement. A comprehensive set of requirements for sound measurement, rather than just one or two elements, is emphasized. For the academicians, this book serves as an impetus to further research on the nature and correlates of satisfaction. For the practitioner, the Job Descriptive Index (JDI) and the Retirement Descriptive Index (RDI), are provided. Stratified norms along various demographic dimensions, particularly useful in score interpretations, are included for both instruments. It is suggested that this text has value for students of industrial and organizational psychology since it clearly demonstrates the processes of scientific inquiry in its description of the development of the JDI. (CK)

ED 051 272 TM 000 586
Owens, Thomas R.
Application of Adversary Proceedings to Educational Evaluation and Decision-Making.
Pub Date 7 Feb 71
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, Curriculum Development, *Curriculum Evaluation, *Decision Making, Educational Improvement, *Educational Innovation, *Educational Planning, Evaluation Techniques, *Models, Program Evaluation
The adversary principle, as used in law proceedings for judging merits of cases involving opposing parties, is considered as an aid to educational evaluation and decision-making. Its use in education is suggested as an alternative way of interpreting, synthesizing, and reporting evidence. Potential uses discussed include 1) exploring values inherent in a new or existing curriculum, 2) estimating the congruence between an innovation and the existing school system, 3) revealing how various group representatives interpret the same data, 4) informing educators of the advantages and limitations of a project, 5) resolving disputes regarding the fulfillment of performance contracts, and 6) arriving at actual decisions to be implemented. The relevance of the use of adversary proceedings to three widely discussed evaluation models is shown. A trial hearing conducted at the Hawaii Curriculum Center to explore the practicality of the technique is described in detail. Advantages and limitations of the adversary principle as a strategy for educational evaluation and decision-making are fully discussed. (Author/AG)

ED 051 273 TM 000 587
Gall, Joyce P. *York, Linda J.*
Training Package Turns School People into Instructional Planners.
Spons Agency—Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date Feb 71
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Decision Making, Educational Administration, Educational Objectives, *Educational Planning, Educational Programs, Performance Criteria, *Problem Solving, *Program Planning, Role Playing, Simulation, Training Objectives, *Training Techniques
The Communication Program of the Far West Laboratory for Educational Research and Development is creating a self-contained training package on Instructional Planning for administrators, teachers, and others who plan, select, manage, and evaluate instructional programs. The training package consists of three sequential units: Problem Analysis, Goal Setting, and Objectives and Evaluation. The training units are being revised on the basis of preliminary field test results, which showed that the units partially achieved their objectives of improving attitudes, knowledge, and skills relevant to instructional planning. The Problem Analysis unit is discussed in depth to illustrate the research and development cycle used to develop the training package. (Author/AG)

ED 051 274 TM 000 588
Lapan, Stephen D. *And Others*
The Effectiveness of Demonstration as a Means of Dissemination.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Pub Date Feb 71
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, Behavior Change, Curriculum Enrichment, *Demonstration Centers, Demonstration Programs, Educational Change, Educational Finance, *Educational Innovation, Evaluation Techniques, *Gifted, *Information Dissemination, Instructional Innovation, Program Effectiveness, *Program Evaluation, Questionnaires, Rating Scales, School Personnel, Teacher Attitudes, Teaching Techniques
Identifiers—*Illinois Gifted Program Evaluation
The effectiveness of demonstration centers in education as a means of inducing school personnel to adopt new modes of behavior (methodology) and/or new materials (curriculum) is evaluated. Data was collected through the use of an observation schedule, two questionnaires, and a structured interview. Demonstration varies in effectiveness depending on the criterion of success. Results show: 1) A vast majority (80%) of visitors to a center say they would like to implement activities they have observed, 2) A limited number (30%) actually try something new in their class or school as a result of the visit, 3) 10% of teachers in the target schools attribute substantial help in the development of their programs to demonstration center personnel (and not to the visit itself), 4) 2% of the districts adopt demonstrated programs in total. The viewers are inclined instead to adopt parts rather than the entire demonstration activity. The implications of this evaluation report are extensive for those educators who intend to use the concept of demonstration as a means of disseminating innovations. (Author/GS)

ED 051 275 TM 000 589
Pruzek, Robert M.
A Unification of Correlational and Experimental Methodology: An Application of a Guttman Theorem
Pub Date Feb 71
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, *Analysis of Variance, Computer Programs, *Correlation, Factor Analysis, *Mathematical Models, Mathematics, Prediction, *Research Methodology, Statistics
Identifiers—Guttman Theorem
Guttman's "rank-reduction" theorem is employed to demonstrate how most of the algebra and computational work for standard correlational and analysis of variance methods can be examined within a single matrix system. Analyses of both correlational and experimental data are illustrated with an easy-to-use computer program. This application and the corresponding discussion emphasize distinctions and qualifications needed for appropriate interpretations of both types of data. Since this theorem was initially presented within the framework of factor analysis, it is intended that this paper will contribute to a better understanding of relationships among factor

analytic, general correlational, and experimental design methods. (Author/CK)

ED 051 276 TM 000 590

Wahlstrom, Merlin W.

Factorial Validation of the Class Activities Questionnaire.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 71

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Environment, Cognitive Processes, Comparative Analysis, *Educational Experiments, *Evaluation, Factor Analysis, Factor Structure, High School Students, Information Retrieval, Questionnaires, *Student Attitudes, Televised Instruction, Test Reliability, *Test Validity

Identifiers—CAQ, Class Activities Questionnaire

The Class Activities Questionnaire (CAQ) was used to compare a Canadian high school participating in a research project employing an information retrieval system with another not involved in the project. This paper evaluates the validity of the CAQ as a measurement instrument for this study. The CAQ was administered to 1831 students, 806 Science and 1025 English students, from the two high schools in Ottawa. A principal components factor analysis with a varimax rotation confirmed the earlier results of Steele, the developer of the instrument, that the cognitive and behavioral dimensions of instruction can be assessed and described using the CAQ. Although additional items are recommended to improve the measurement characteristics of the CAQ, results indicate that it is sufficiently reliable and valid for experimental use. Caution is advised against its use for routine classroom purposes. (Author/LR)

ED 051 277 TM 000 591

Barclay, James R.

Measuring the Social Climate of the Classroom.

Pub Date 4 Feb 71

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, Symposium on Measuring the Social Climate of the Classroom, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior, Classroom Environment, Classroom Observation Techniques, *Computer Oriented Programs, Curriculum Evaluation, Educational Strategies, Elementary Grades, Expectation, Group Relations, *Interaction, Interpersonal Competence, *Intervention, Measurement Techniques, Peer Relationship, Rating Scales, *Self Evaluation, *Student Evaluation, Student Teacher Relationship

Identifiers—*Barclay Classroom Climate Inventory

The Barclay Classroom Climate Inventory, an instrument designed to measure self-competency skills, peer evaluations, vocational awareness, and teacher judgments of elementary school children is outlined. A brief review of the literature is presented, with a discussion of the parts of the instrument and the methods whereby the scores derived from independent sources (self, peer group, and teachers) are converted into a unique narrative report about the child which interprets the data more effectively than human analysis. The instrument provides information concerning the behavioral and social skills of individuals in the classroom, and the group characteristics of the classroom which foster a learning environment. (Author/TA)

ED 051 278 TM 000 592

Barclay, James R.

Characteristics of Reticent and Disruptive Children As Identified by the Barclay Classroom Climate Inventory.

Pub Date Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Symposium on "Measuring the Classroom Climate," New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Rating Scales, Classroom Observation Techniques, Communication Skills, Curriculum Development, Elementary Grades, Group Behavior, *Identification, Individual Characteristics, Interpersonal Competence, *Intervention, Peer Relationship, *Problem Children, Psychometrics, *Self Evaluation, Student Evaluation

Identifiers—*Barclay Classroom Climate Inventory

The Barclay Classroom Climate Inventory was employed to identify the psychometric characteristics of reticent and disruptive children. The BCCI utilizes self-competency judgments, peer nominations, vocational interests and teacher adjectival ratings in an effort to measure the various expectations which interact in the elementary classroom. A narrative summary of the characteristics of individuals as seen by themselves, by others, and by the teacher and a report on characteristics of children in the classroom are presented. Chi Square Analysis, Analysis of Variance and Step-wise regressions were obtained for 339 elementary school children. These findings are related to the development of the narrative computerized reporting system of the BCCI and the use of learning team consultants for planning curricular or intervention strategies. (Author/TA)

ED 051 279 TM 000 593

Huberty, Carl J.

On the Variable Selection Problem in Multiple Group Discriminant Analysis.

Pub Date Feb 71

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cluster Analysis, Correlation, Criteria, *Discriminant Analysis, Factor Analysis, *Mathematical Models, Mathematics, *Multiple Regression Analysis, *Predictor Variables, Research Methodology, *Statistical Analysis, Tests of Significance

This study was concerned with various schemes for reducing the number of variables in a multivariate analysis. Two sets of illustrative data were used; the numbers of criterion groups were 3 and 5. The proportion of correct classifications was employed as an index of discriminatory power of each subset of variables selected. Of the four procedures using indices that order the variables with respect to contribution to discrimination, the (forward) stepwise procedure yielded the best results. Of the two schemes involving dimensional analysis, that which uses correlations of scores on variables with high maximum likelihood factor loadings against discriminant scores appeared more attractive. (Author)

ED 051 280 TM 000 594

Farmer, James A., Jr.

Indigenous, Interactional Research.

Pub Date Feb 71

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Action Research, *Educational Development, Educational Improvement, *Educational Research, *Interaction, Interaction Process Analysis, Models, *Research Methodology, *Research Problems, Research Utilization, Video Tape Recordings

This inquiry was conducted to develop indigenous research methodology aimed at minimizing the gap between educational research and practice. The intent was not to produce a final or complete solution to the problem, but rather to suggest a procedure which would provide partial closure. Alternative methods, including various types of linkage systems, as well as inductive and deductive approaches, were examined. From this examination, a process was developed which combined theoretical-deduction and empirical-induction with a procedure which had its derivation in symbolic interactionist theory and methodology. The resulting combination, referred to as "Indigenous, Interactional Research," was designed to maximize interaction between the researcher and a practitioner in analyzing educational experiences. In a field test of this process, groups of adult learners were videotaped in: (a) individualized programmed instruction, (b) group process instruction, and (c) a combination of the two. Inductive and deductive interactional analysis of the taped data resulted in the generation of decision and conclusion oriented hypotheses. Such a methodology can generate indigenous hypotheses and theories relevant to the improvement of both educational research and practice. (Author/DG)

ED 051 281 TM 000 597

Clark, Phillip I. And Others

The Use, Misuse, and Abuse of Tests.

New England Association for Measurement and Evaluation in Guidance.

Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y.; Rhode Island State Agency for Elementary and Secondary Education, Providence.

Pub Date May 70

Note—35p.; Report on the First Annual NEAMEG Conference on Measurement in Education, Newport, Rhode Island, May 14-15, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Oriented Programs, *Conference Reports, Confidentiality, Criterion Referenced Tests, *Educational Accountability, Educationally Disadvantaged, Federal Programs, *Measurement, National Programs, Norms, Relevance (Education), State Surveys, *Testing, *Test Interpretation, Tests

Identifiers—Jensen Report, *National Assessment

The New England Association for Measurement and Evaluation in Guidance (NEAMEG) Conference on Measurement in Education was designed to (1) provide a forum for the examination and discussion of vital issues related to measurement and evaluation; (2) facilitate communication among educators from various disciplines and levels of education within the New England region, and to encourage their active involvement in "attacking" current identified problems and concerns relating to the use of tests and other evaluative devices; and (3) stimulate the development of a series of position papers stating the views of the professional members of the NEAMEG as a group, which may serve as guidelines for education. The proceedings include: "Innovative Test Usage for Individual Pupil Growth," Philip I. Clark; "National Assessment," Thomas R. Knapp; "State Testing Programs," Paul B. Campbell; "Testing the Disadvantaged," Lenore A. DeLucia; "Computerization in Relation to Testing and Evaluation," James R. Baker; "Testing and its Relevancy to the Seventies," Thomas Burns; "Federally Funded Programs," Thomas Burns; "Disclosure of Test Results," Thomas P. Nally; "Norms: Fact or Fancy," Walter N. Durost; "Tests: Who or What is Being Evaluated," C. Thomas Skoggs; and "The Jensen Report," Paul B. Campbell. A summary of the discussion by the reactors to each presentation follows each paper. (DG)

ED 051 282 TM 000 598

Allendoerfer, Carl B.

An Experiment in the Evaluation and Revision of Text Materials.

Pub Date 69

Note—279p.

Available from—Professor Carl B. Allendoerfer, Department of Mathematics, University of Washington, Seattle, Washington 98105

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *College Mathematics, *Elementary School Teachers, Evaluation Methods, *Mathematics Materials, Tests, Textbook Content, *Textbook Evaluation, Textbook Preparation, Undergraduate Study

Behavioral objectives and related test items were used as a means of evaluating and revising text materials for an undergraduate mathematics course. The textbook under consideration was "Principles of Arithmetic and Geometry," designed to be used on the college level to prepare prospective elementary school teachers in mathematics. The purpose of the experiment was to evaluate the preliminary edition of this book, and to determine the extent to which the use of behavioral objectives was helpful in finding deficiencies in it and in suggesting ways in which they could be remedied in a revised version. It is concluded that this method of evaluation and revision has substantial merit and it is recommended to other authors of undergraduate mathematics textbooks. The behavioral objectives and test items are included. (CK)

ED 051 283 TM 000 599

Coller, Alan R.

A Taxonomy of Programmatic Tasks in an Educational Evaluation Facilitation and Coordination System (Revised).

Cooperative Educational Research Lab., Inc., Northfield, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Contract—OEC-3-3061391-3061

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Data Collection, Decision Making, Educational Coordination, Educational Development, *Evaluation Criteria, Evaluation Needs, *Evaluation Techniques, Information Dissemination, Information Utilization, Program Coordination, *Program Development, Program Evaluation, *Task Analysis, Task Performance, *Taxonomy

Identifiers—Evaluation Task Development Project

A taxonomy of programmatic tasks in an educational evaluation and facilitation coordination system which encompasses tasks appropriate for evaluators, members of an evaluation unit, and members of facilitation and coordination units is proposed. In this comprehensive approach to the evaluation process, the taxonomy classifies and specifies tasks to effect evaluation, facilitation and coordination. It is suggested that such a conceptualization of the evaluation process differs from that of Owens and Stufflebeam, in that the process becomes more rigorous and necessitates the identification and performance of additional tasks. (Author)

ED 051 284 TM 000 600

Bartos, Bruce B.

A Review of Instruments Developed to be Used in the Evaluation of the Adequacy of Reported Research.

Phi Delta Kappa, Bloomington, Ind.

Report No—OP-No-2

Pub Date Feb 69

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, February 1969

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Research, *Evaluation Criteria, Evaluation Techniques, *Research Reviews (Publications), *Technical Reports, *Test Reviews

Three sources of information useful in evaluating the adequacy of reported research are discussed: articles, checklists, and rating scales. The chronological and genealogical relationships among some of these sources, their general approach, and some considerations for their use are indicated. A bibliography of 42 sources is provided. (DG)

ED 051 285 TM 000 601

Edwards, Daniel W.

The Development of a Questionnaire Method of Measuring Exploration Preferences.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date 70

Note—9p.; From symposium, "Copying Styles and the High School," at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Environmental Influences, Grade 8, Grade 9, Grade 11, High School Students, *Individual Differences, *Interpersonal Competence, Item Analysis, *Measurement, Peer Relationship, *Questionnaires, Self Concept, Social Change, *Socialization, Student Behavior, Suburban Schools, Test Reliability, Test Validity, Urban Schools

Identifiers—*Exploration Questionnaire

The development of one instrument from a multi-method battery to assess exploration preferences, a questionnaire of individual preferences, is described. The objectives of the study in which it was employed and the concept of exploration are briefly outlined. Over 1000 questionnaire items relevant to high school students' social desirability were initially developed. Based on an item analysis, 153 items were selected to form the first version of the questionnaire. Extensive validity and reliability studies were conducted and three revisions were made on the basis of further item analyses. The questionnaire was administered to eighth, ninth, and eleventh graders to obtain standardization information. The present and final form consists of two 30-item parallel forms, matched for content and psychometric properties. The items cover a wide range of preferences from social participation to risk taking and change activities, and are grouped into four content categories labeled self, classes, adults, and jobs. Results of different studies confirm the validity and reliability of the instrument. They also indicate that the questionnaire has high discriminating power among individuals in the suburban schools, but less so in urban schools. (LR)

ED 051 286 TM 000 602

Lord, Frederic M.

A Theoretical Study of the Measurement Effectiveness of Flexilevel Tests.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No—RB-71-6

Pub Date Feb 71

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Comparative Analysis, Guessing (Tests), *Item Analysis, *Measurement Techniques, Mental Tests, Probability, *Psychometrics, Scores, Scoring, Test Construction, *Test Reviews

Identifiers—*Flexilevel Test, Item Difficulty

A flexilevel test is found to be inferior to a peaked conventional test for measuring examinees in the middle of the ability range, superior for examinees at the extremes. Throughout the entire range of ability, a flexilevel test is much superior to any conventional test that attempts to provide accurate measurement at both extremes. See also ED 042 813. (Author)

ED 051 287 TM 000 603

Lord, Frederic M.

Tailored Testing, An Application of Stochastic Approximation.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No—RM-71-2

Pub Date Feb 71

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Ability, Computer Programs, Guessing (Tests), *Item Analysis, Mathematical Models, *Mental Tests, Probability Theory, *Psychometrics, Sampling, Scores, Scoring, *Statistical Analysis, Test Construction, *Testing

Identifiers—Item Difficulty, Stochastic Approximation, *Tailored Testing

Some stochastic approximation procedures are considered in relation to the problem of choosing a sequence of test questions to accurately estimate a given examinee's standing on a psychological dimension. Illustrations are given evaluating certain procedures in a specific context. (Author/CK)

ED 051 288 TM 000 604

Freeberg, Norman E.

Development of Evaluation Measures for Use with Neighborhood Youth Corps Enrollees. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Department of Labor, Washington, D.C.

Report No—PR-68-5

Pub Date Dec 68

Note—143p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Attitude Tests, Culturally Disadvantaged, *Disadvantaged Youth, Dropout Attitudes, Dropout Programs, Factor Analysis, Job Skills, Job Training, Minority Groups, *Nonverbal Tests, Occupational Aspiration, Oral Communication, *Program Effectiveness, Rating Scales, Sex Differences, Test Bias, Test Construction, Verbal Ability, Visual Measures, *Vocational Interests, Vocational Training Centers, Youth Opportunities

Identifiers—*Neighborhood Youth Corps

This study represents an initial phase in the development and application of a battery of measures for research and evaluation with disadvantaged adolescents in a youth-work training program. The paper-and-pencil instruments devised attempt to compensate for deficiencies in currently available tests by shaping content, format and administration to the academic level and cultural background of the intended respondents. A battery of 13 test booklets, incorporating such characteristics as relatively low verbal levels, oral presentation and, in many cases, pictorial formats, dealt with areas of vocational orientation (plans, aspirations, knowledge and interests); attitudes (toward self, authority and social values) and job-related reasoning skills. Based upon analyses of item characteristics, reliability estimates, validity (against proficiency ratings), factor analysis of the battery and research-related findings, a number of the measures were shown to possess a pattern of psychometric characteristics that warrants further research on their refinement and application. (Author)

ED 051 289 TM 000 606

Bierly, Margaret M.

A Validation of a Method of Assessing Young Children's Language Competence.

Pub Date Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, *Linguistic Competence, Linguistic Performance, Linguistic Theory, Listening Comprehension, Pictorial Stimuli, *Preschool Children, *Sentence Structure, Socioeconomic Status, Test Reliability, Tests, *Test Validity, Transformations (Language), *Visual Measures

Identifiers—*Project Head Start

Twenty children (10 from a Day Care Center and 10 from a Head Start Center) were administered a 28-item, parallel form language comprehension task. The method utilized concrete materials (i.e., puppets and other familiar objects, spoon, flower, ball) which subjects manipulated when presented with sentences of 7 different grammatical constructions. There were 2 main effects, that of sentence type (active versus passive voice) and that of different preschool groups (Head Start Center versus Day Care Center), with no significant interaction. The reliability coefficient of Form A versus Form B was significant at the .001 level. (Author)

ED 051 290 TM 000 608

Campbell, Paul B. *Beers, Joan S.*

Educational Quality Assessment Phase II Findings: The Pennsylvania Plan.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date May 70

Note—10p.; Section 1

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Data Collection, Educational Environment, *Educational Objectives, *Educational Quality, Evaluation Techniques, Grade 5, Grade 11, Program Development, Program Effectiveness, *Program Evaluation, *Public Schools, School Community Relationship, *State Surveys

Identifiers—*Pennsylvania Plan

The Pennsylvania Plan, a statewide educational quality assessment program, first formulated ten educational goals to serve as bases of evaluation and program development. Two of the plan's three phases have been completed. Phase I involved organizing a Bureau of Quality Assessment to establish a working evaluation plan, including the development of measurement instruments and procedures for collecting data, hypotheses concerning pupil achievement, and computer analytic techniques. Phase II was designed to provide patterns of student performance on each of the ten educational goals, reconfirm hypotheses concerning the relationships between pupil achievements and school and community variables, and, based on these relationships, provide regression weights for use in subsequent phases, and establish the adequacy of the measuring instruments. Phase III is characterized by four analysis and reporting procedures: prediction of expected school means, comparison of school means, comparison of student distributions, and evaluation of student responses to key items. This data should enable school personnel to use the tools and techniques developed in Phases I and II. See also TM 000 609-612. (PR)

ED 051 291 TM 000 609
Hertzog, James F. And Others
Educational Quality Assessment Phase II Findings: Phase II Procedures.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Oct 70
Note—26p.; Section 2
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Collection, *Educational Quality, *Evaluation Methods, Personnel Data, *Questionnaires, Research Methodology, Sampling, School Personnel, *State Surveys
Identifiers—*Educational Quality Assessment, Pennsylvania Plan
Procedures for implementing the Pennsylvania Plan (see TM 000 608) are detailed, and the method of achieving representative sampling is described. Functions of school representatives involved in the data collection are listed, and their training is outlined. Procedures for collecting school and teacher information, and administering tests and questionnaires are presented. The School Information Form (TM 000 610) and Teacher Questionnaire (TM 000 611) are included in the appendices. (PR)

ED 051 292 TM 000 610
Hertzog, James F. And Others
School Information Form.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Oct 70
Note—2p.; Section 2
Available from—Not available separately; see TM 000 609
Document Not Available from EDRS.
Descriptors—*Community Characteristics, *Educational Quality, *Evaluation Criteria, Personnel Data, *Questionnaires, Research Tools, School Holding Power, School Personnel
Identifiers—*Pennsylvania Plan
The School Information Form was developed in conjunction with the Pennsylvania Plan (see TM 000 608) to provide data for assessment of educational quality in Pennsylvania public schools. The form was completed by a school representative or staff member at the sample school. Items provide such information as the size of school population, the number and type of school personnel, housing characteristics of the community, library facilities, and holding power of the school. (PR)

ED 051 293 TM 000 611
Hertzog, James F. And Others
Teacher Questionnaire.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Oct 70
Note—9p.; Section 2
Available from—Not available separately; see TM 000 609
Document Not Available from EDRS.
Descriptors—Community Characteristics, Educational Quality, Personnel Data, *Questionnaires, Rating Scales, Research Tools, *School Demography, *Teacher Attitudes, *Teacher Background, *Teacher Characteristics
Identifiers—*Pennsylvania Plan
The Teacher Questionnaire was developed in conjunction with the Pennsylvania Plan (see TM 000 608) to evaluate the educational quality of Pennsylvania public schools. The questionnaire was completed by at least three teachers in the sample schools. Questions pertain to biographical data, teachers' attitudes toward teaching as a profession, toward teaching in their particular school, and toward new educational practices. Both multiple-choice and rating scale questions are employed. (PR)

ED 051 294 TM 000 612
Toole, Patrick F. And Others
Educational Quality Assessment Phase II Findings: Reliability and Validity.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Aug 70
Note—14p.; Section 3
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Quality, *Measurement Instruments, Questionnaires, Reliability, *State Surveys, Statistics, *Test Reliability, *Test Validity, Validity
Identifiers—*Pennsylvania Plan
Section 3 of Phase II of the Pennsylvania Plan is concerned with the adequacy of the educational quality assessment instruments. An overall discussion of reliability—content, criterion related, and construct—is presented. Reliability coefficients for the assessment inventories are provided and empirical studies of validity are described. (PR)

ED 051 295 TM 000 616
Thorndike, Robert L.
Measurement in Education: Helping Teachers Use Tests.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date Oct 69
Note—4p.; Special Report, v1 n1 1969
Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823 (50 cents per single copy, 25 cents for 25 or more)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Behavioral Objectives, Examiners, Learning Processes, Measurement, *Measurement Techniques, *Standardized Tests, *Teacher Education, *Test Construction, *Test Interpretation, Tests, Transfer of Training
A significant role of the testing specialist can be to assist teachers in becoming better test-makers and users. The first step in improving teachers' assessment instruments and techniques is to try to get them to become articulate about their objectives and to state them in concrete behavioral terms. Then the teacher needs to examine his own test exercises to see if they encompass a realistic range of transfer of learning and reflect the educational goals of the course or program. The specialist must help the teacher find a middle ground where this transferability is tested at several points over a range of generalization and application within the broadly defined boundaries of the subject area. Finally, the specialist can give suggestions on item writing and editing. In the area of test use, the problem is to bring both the skeptics and the unqualified acceptors into a unity of tempered and qualified acceptance. Perhaps the most important service that could be performed is to get every test user to take a good hard look at the test, the test manual, and the test norms. The specialist should try to develop in teachers an attitude of watchful skepticism toward all assessments of pupils from whatever source. (DG)

ED 051 296 TM 000 617
Flanagan, John C.
The Plan System for Individualizing Education.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date Jan 71
Note—8p.; Special Report, v2 n2 1971
Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. (50 cents per copy, 25 cents for 25 or more)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Computer Oriented Programs, Decision Making, *Educational Objectives, Elementary Education, Individual Development, Individual Differences, *Individualized Instruction, *Instructional Innovation, Learning Processes, Longitudinal Studies, Measurement Techniques, Occupational Guidance, Performance Criteria, Programed Materials, Programed Units, Program Evaluation, Role Perception, Secondary Education, *Systems Approach
Identifiers—(PLAN), *Program for Learning in Accordance with Needs
Component aspects of Program for Learning in Accordance with Needs (PLAN), a systems approach to individualized education on the elementary and secondary school levels, are discussed. PLAN, which has been in operation in twelve selected school districts in California and in the northeastern U.S. since 1966, focuses on assisting the individual to learn about educational, occupational, avocational, and social roles and activities, and to plan his development to utilize his potentialities in ways maximally satisfying to him. PLAN includes instruction in language arts, social studies, science, and mathematics as well as the student-centered individual development program. PLAN is considered in terms of: (1) specific educational objectives, (2) learning methods and materials, (3) evaluation, (4) guidance and individual planning, (5) teacher development, and (6) computer services. Use of PLAN in an elementary school in California during the 1967-70 academic year and individual evaluation of the program by the teachers involved in it are noted. It is concluded that the availability of such a comprehensive system for individualized instruction does not ensure its effectiveness in the classroom but remains a function of the interaction between student, teacher, and administrator. (AE)

ED 051 297 TM 000 618
Badal, Alden W. Larsen, Edwin P.
Measurement in Education: On Reporting Test Results to Community Groups.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date May 70
Note—12p.; Special Report, v1 n4 1970
Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); Single issues 0.25 each in quantities of 25 or more
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Achievement Tests, Audiovisual Aids, Grade Equivalent Scores, *Information Dissemination, Measurement, Models, Norms, Parent School Relationship, *Public Relations, School Community Relationship, *Scores, Student Grouping, Test Bias, Testing Programs, *Test Interpretation, *Test Results
The major elements of a test interpretation model which would assist school personnel in presenting standardized test information to the public are presented. The model is a prototype based upon the testing program used in the Oakland, California Public Schools. An outline and sequence of the test score presentation are suggested, including notes on important background concepts. A discussion of test scores as they reflect school needs, and a selection of questions frequently asked by parent and community groups are provided. Consideration is given to uses of test scores, questions in interpreting test results, types of tests given in schools, test norms on comparison groups, types of test scores, summary statistics, and suggested data for presentation. Statistical illustrations are provided. (AE)

ED 051 298 TM 000 619
Womer, Frank B.
Measurement in Education: National Assessment Says.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date Oct 70
Note—8p.
Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); single issues 0.25 each in quantities of 25 or more
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adults, *Attitudes, *Changing Attitudes, Citizenship, Data Collection, Evaluation, Evaluation Techniques, *Knowledge Level, Longitudinal Studies, Measurement Techniques, Multiple Choice Tests, *National Surveys, Sciences, *Skills, Standardized Tests, Test Construction, Young Adults, Youth
Identifiers—Item Difficulty, *National Assessment
National Assessment is a data gathering project designed to provide information, in ten subject areas, about knowledge, skills, understandings and attitudes of young people in this country, and to assess changes in these variables over time. The data is collected and reported at the item level. Each exercise was developed with emphasis on content validity, and is geared to sample a specific objective within a subject area. A striking feature of the first National Assessment report is that there are no scores or norms with which to compare results. Instead the individual exercises with the percent choosing or producing each response (p-values), both correct and incorrect, are given. This technique allows the reader to evaluate results and draw inferences for himself rather than just review an average or summary. Also, by looking at the P-values of wrong responses, considerable light may be shed on commonly held misconceptions. Generalizations discussed are based on exercises from the subject areas of

Science and Citizenship, with only partial National Assessment results available for the latter, and are drawn by looking at the exercises as a total set of exercises, not as a total score. They are not to be construed as representing the National Assessment's viewpoint, as the selection of these generalizations, rather than others that might be drawn from the data, is a personal one. (Author/CK)

ED 051 299 TM 000 620

Mayo, Samuel T.

Measurement in Education: Mastery Learning and Mastery Testing.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date Mar 70

Note—4p.; Special Report, v1 n3 1970

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); Single issues 0.25 each in quantities of 25 or more

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Anxiety, *Criterion Referenced Tests, Educational Innovation, Educational Objectives, Effective Teaching, Learning, *Learning Theories, *Models, Programed Instruction, *Test Construction, Testing, *Tests, Transfer of Training

Identifiers—Item Difficulty, *Mastery Learning, Mastery Testing

The historical background of mastery learning is discussed and related to the use of the traditional normal curve and to the nature of curves which express more adequately the mastery learning concept. It is suggested that the mastery model calls for strategies that: inform students about course expectations; set standards of mastery in advance; use short diagnostic tests for each unit of instruction; prescribe additional learning for those who do not demonstrate initial mastery; and provide additional learning time for those who need it. These strategies for mastery learning and testing can benefit the student who experiences test anxiety. Suggestions for the construction of mastery tests include defining the objectives to be measured, items written to sample the content and behavior domains of those objectives, average item difficulty ranging from 85% or higher, and absolute performance interpretation. Proposals for the application by teachers of the principles suggested, techniques for test construction, test use, and grading, are presented. (CK)

ED 051 300 TM 000 621

Gardner, Eric F.

Measurement in Education: Interpreting Achievement Profiles - Uses and Warnings.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date Jan 70

Note—12p.; Special Report, v1 n2 1970

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); Single issues 0.25 each in quantities of 25 or more

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Achievement, Achievement Tests, Comparative Analysis, Correlation, *Norms, Performance, *Profile Evaluation, Raw Scores, *Scores, Statistical Analysis, Student Records, *Test Interpretation, Test Results

The interpretation of test profiles, graphic devices which indicate the overall performance of an individual or group of individuals, is discussed. Some uses of profiles are presented, together with a three step profile analysis procedure for interpreting test results. Because profiles are relatively simple to construct and appear to be easily interpreted, considerable emphasis is placed upon possible errors in profile use. (AG)

ED 051 301 TM 000 622

Heussenstamm, F. K. Hoepfner, Ralph

Black, White, and Brown Adolescent Alienation.

Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Adolescents, Age Differences, Caucasian Students, College Students, *Cultural Differences, Cultural Factors, *Demography, *Ethnic Groups, Grade Point Average, Group Behavior, High School Students, Hypothesis Testing, Measurement Instruments, Mexican Americans, Negro Students, Peer Relationship, Questionnaires, Racial Differences, Role Conflict, Sex Differences, Socioeconomic Status, *Student Alienation

This study, based on cultural stereotypes, seeks to determine the demographic characteristics which differentiate among young people and correlate with their levels of alienation. A preliminary version of an experimental scale, designed to determine the existence and extent of alienation manifested by in-school adolescents, was developed in a pilot study. The experimental instrument consisted of forty-seven forced-choice items written to reflect Seeman's five dimensions of alienation: normlessness, meaninglessness, powerlessness, self-estrangement, and social isolation. Seventy-five lower division college students completed the pilot version, and for validity and reliability purposes, also completed the Rotter I-E Scale. Then, adolescent groups from five ethnic backgrounds were studied by means of their responses to a demographic questionnaire and the revised experimental instrument. Variables suggested by the literature as relevant were sex, age, number of hours of weekly employment, grade-point-average, socioeconomic status, transiency and stability of family, parental approval of friends, solidarity with peers, and marital status of parents. Hypotheses involved relationships between these demographic variables and scores on the measure. Eleven hypotheses, related to the variables, findings relevant to them, and supporting statistical data are given. Mixed findings indicate the need for further exploration of the differences between groups with regard to such items as: number of hours of work outside of school, socio-economic status, and family stability. (LR)

ED 051 302 TM 000 624

Sabers, Darrell L. White, Gordon W.

The Effect of Differential Weighting of Individual Item Responses on the Predictive Validity and Reliability of an Aptitude Test.

Pub Date 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Oriented Programs, Item Analysis, Measurement Techniques, *Multiple Choice Tests, Predictive Measurement, *Predictive Validity, *Scoring, Scoring Formulas, *Test Reliability, Tests, Test Validity, *Weighted Scores

A procedure for scoring multiple-choice tests by assigning different weights to every option of a test item is investigated. The weighting method used was based on that proposed by Davis, which involves taking the upper and lower 27% of a sample, according to some criterion measure, and using the percentages of these groups marking an item option to obtain the weight for that option. These percentages were then used to enter a weighting table to derive the appropriate option weight. Weights assigned to one item need not be similar to those of another item; an incorrect response to a difficult question may carry more weight than the correct response to an easier question. Weights for scoring the Iowa Algebra Aptitude Test were determined by computer by the use of achievement tests and the IAAT itself given to two groups of ninth grade algebra and two groups of ninth grade modern mathematics students. Correlations between the pairs of weights were used as measure of the reliability of the choice weights. The data suggests that more than 1,000 examinees would be required to provide reliable scoring weights for the distracters in this test. The cross-validation of the weights indicates a limited increase in both predictive validity and reliability. It is suggested that the main utility of the technique may be to increase reliability where greater reliability of measurement is needed. (DG)

ED 051 303 TM 000 625

Bentler, Peter M.

Multifactor Instrument for Developmental Changes in Children. Final Report.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 70

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, Correlation, Data Collection, Development, *Developmental Tasks, Interviews, Norms, *Preschool Children, *Questionnaires, Rating Scales, Scores, Sex Differences, *Test Reliability, *Test Validity

Identifiers—Bentler Interview Developmental Scale (BIDS)

A multifactor instrument, the Bentler Interview Developmental Scale (BIDS), was used to measure developmental changes in children from birth to age 7. The device consisted of 115 age related items to which the mother responded. Data was gathered through interviews of the mothers of sample children throughout the United States. Reliability of the instrument was .83 for girls and .81 for boys. The internal consistency coefficient, based upon 4754 interviews of girls and boys, was found to be .90 and .89 respectively. The BIDS instruction booklet, both girls' and boys' versions of the instrument, reliability tables, growth data, preliminary norms, and summaries of 12 validity studies are included in appended tables. (CK)

ED 051 304 24 TM 000 673

Hohn, Robert L. Swartz, M. Evelyn

Development of Attitudes Toward Others in Young Children: Final Report.

pons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-F-008

Pub Date Jan 71

Grant—OEG-6-70-0006(509)

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, *Attitude Tests, Changing Attitudes, Cognitive Development, Conservation (Concept), Curriculum Planning, *Developmental Tasks, *Discriminatory Attitudes (Social), Emotional Response, Kindergarten Children, Measurement Techniques, Perception, Perceptual Development, Racial Attitudes, *Role Playing, Sex Differences, *Social Discrimination, Social Relations, Test Validity, Visual Measures

Identifiers—Attitude Story Test, Peabody Picture Vocabulary Test (PPVT), Piaget

This study attempted to develop a valid instrument for the assessment of attitudes in kindergarten children and to evaluate two potential curriculum procedures for facilitating attitude growth. One experimental treatment evolved from role-theory and emphasized perceptual awareness and the ability to put oneself in the place of another; the other emphasized training in Piagetian operations such as conservation and spatial perspective. A third control treatment of traditional kindergarten activities was assessed. The major dependent variable was an attitude preference test requiring the children to choose among pictures of black and white people and to apply a positive or negative adjective to the pictures. Subjects were also administered six Piagetian developmental tasks. Results indicate that kindergarten children possess marked, measurable, racial preferences and the significantly reduced racial attitude scores resulting from both role-playing and Piagetian training suggest the feasibility of educational intervention. Descriptions of the procedures and materials used in the Piaget Training Tasks and the Role-Playing Tasks, directions for the Attitude Story Test and for the administration of Four Perspective Tasks are contained in the appendices. (Author/CK)

ED 051 305 TM 000 683

Coller, Alan R. Guthrie, P. D.

Self-Concept Measures: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J. Head Start Test Collection.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—11p.; Test Collection Report

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Attitude Tests, *Early Childhood Education, Grade 1, Grade 2, Grade 3, Personality Tests, *Preschool Tests, *Self Concept, *Self Concept Tests, Self Evaluation, Testing, Test Reliability, Test Selection, Test Validity

Identifiers—*Project Head Start

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is in-

tended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests. (AE)

ED 051 306 24 TM 000 685
Bates, Devon And Others
The Evaluator Development Program.
Cooperative Educational Research Lab., Inc., Northfield, Ill.
Report No—Work-Pap-10
Bureau No—BR-6-1391
Pub Date 15 Jun 67
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Development, *Educational Programs, Evaluation Criteria, Evaluation Methods, Evaluation Needs, *Evaluation Techniques, Instructional Materials, Job Analysis, *Models, Performance Criteria, *Performance Specifications, Program Descriptions, Program Design, Program Evaluation, School Personnel, Skill Analysis, *Task Analysis, Task Performance
This paper proposes an Evaluator Development Program to meet the need for improvement and development in educational evaluation. The objective is to enhance effective evaluation processes in elementary, secondary, and higher education through the institutionalization of evaluator roles within differential settings. The program involves the development of the educational middleman, or evaluator, and consists of two major components: (1) the Evaluator Task Development Project and (2) the Position Development Project. The first mentioned is designed to identify and select evaluative tasks; to identify skills and competencies necessary for performance of these tasks; to design relevant instructional materials and processes; and to field test these materials with persons assigned evaluation positions in various educational settings. The Position Development Project is designed to institutionalize the tasks identified and developed in the first stage into positions within educational settings. The Program is outlined, the Task Development Project is described in detail, and activities related to the Position Development Project are summarized. (CK)

ED 051 307 24 TM 000 693
Edwards, Keith J. Whitney, Douglas R.
A Structural Analysis of Holland's Personality Types Using Factor and Configural Analysis.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-103
Bureau No—BR-6-1610
Pub Date May 71
Grant—OEG-2-7-061610-0207
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, Factor Structure, Females, Males, Occupational Choice, Occupational Guidance, *Occupational Tests, *Personality Assessment, Personality Tests, *Personality Theories, Typology, *Vocational Counseling
Identifiers—Configural Analysis, SDS, *Self Directed Search
A sample of 358 men and 360 women took the Self-Directed Search (SDS), a vocational guidance tool developed by Holland based on his theory of vocational choice. Holland had found that in the occupational domain the factor loadings on the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional scales fit a hexagonal paradigm where adjacent types usually had similar loadings and distant types usually had divergent loadings. Data from this sample was subjected to factor and configural analysis in an attempt to verify the relationships among Holland's personality types, to clarify the characteristics of each type, and to extend the hexagonal model to new domains of assessment. The results of the analyses offer strong empirical support for the hexagonal arrangement of the personality types, and also support the organization of the SDS and Holland's occupational classification. (Author/DG)

ED 051 308 24 TM 000 694
Cornwell, Henry G.
Comparison of Changes in Self-Image of Black and White Students Kindergarten Through High School. Final Report.
Lincoln Univ., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-B-003
Pub Date Nov 70
Grant—OEG-2-700014(509)
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Age Differences, Caucasian Students, Comparative Statistics, Elementary School Students, High School Students, Identification (Psychological), Negro Students, Psychological Needs, *Racial Differences, *Self Concept, *Self Esteem, Self Evaluation, *Sex Differences, *Student Attitudes
A cross-sectional study of self-image and racial and sexual differences in self-attitude in a fully integrated public school system is reported. The subjects were all students in the kindergarten, 3rd, 6th, 9th, and 12th grades. The instruments chosen for the study were the Self-Social Symbols Tasks, Gough Adjective Check List, Edwards Personal Preference Schedule, a form of the Semantic Differential, and a subjective paragraph describing present self and ideal self. The major findings are as follows: Over the range of grades measured there is no significant racial difference in self-esteem, but black self-esteem appears to be lower than that of whites at the kindergarten level and higher than that of whites at the 12th grade level. Female self-esteem tends to be higher than that of males. Blacks have less esteem for and tend to identify less with father, teacher, and friends than do whites. The teacher has relatively low esteem for and lack of identification with all subgroups. Black students show greater individuation and less social interest than whites. An abasement-succorance-aggression need pattern is observed at the 3 higher grade levels for all subgroups. Detailed findings, including means, standard deviations, black/white comparisons, and male/female comparisons on all the scales of all the instruments, are provided. The study concludes with recommendations for remedial action. (DG)

ED 051 309 24 TM 000 695
Webster, Murray A., Jr. And Others
Combining Sources of Evaluations: Six Alternative Models.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-99
Bureau No—BR-6-1610
Pub Date Apr 71
Grant—OEG-2-7-061610-0207
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability, *Cognitive Processes, Comparative Analysis, Decision Making, Expectation, *Information Processing, *Information Theory, Mathematical Models, Predictor Variables, Rating Scales, *Self Concept, *Self Evaluation, Student Evaluation
Identifiers—Significant Other
Six alternative models of the ways in which individuals accept and organize information from potential sources are proposed. Parameter estimates were obtained from experiments testing the effect of evaluations of performance upon an individual's conception of his own, and others', ability to perform specific tasks. Then the models were tested against data from an independent set of experiments. Results of the tests favor a simple additive model. Possible application of the models to extensions of this experimental situation and to natural settings are discussed. Two results with implications for education are: (1) it is the perceived ability of the evaluator which determines his effectiveness and (2) evaluators with perceived low abilities tend to be more effective at lowering self-evaluation than at raising it. (DG)

ED 051 310 24 TM 000 696
Tabachnick, B. Robert And Others
Selection and Analysis of Social Studies Concepts for Inclusion in Tests of Concept Attainment.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—WP-53
Bureau No—BR-5-0216
Pub Date Nov 70
Contract—OEC-5-10-154
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cognitive Development, *Concept Teaching, Elementary School Curriculum, Fundamental Concepts, *Geographic Concepts, *Grade 4, Reading Difficulty, Social Sciences, *Social Studies, Social Studies Units, Sociology, *Test Construction, Visual Measures
Major social studies concepts taught to fourth graders in Madison, Wisconsin, were identified by examining the school district course of study and social studies textbooks and by consulting central office supervisors and teachers. The concepts identified in this manner fell into three major categories: Geographic Region, Man and Society, and Map and Globe Study. Ten concepts were randomly selected from each category for inclusion in tests of concept attainment. Each of the selected concepts was analyzed to determine its constituent teachable elements. The analysis of a concept formed the basis for writing items to test its attainment. Analyses of all selected concepts and illustrative examples of test items are presented in the paper. (Author)

ED 051 311 TM 000 697
Isaac, Stephen Michael, William B.
Handbook in Research and Evaluation.
Pub Date 71
Note—193p.
Available from—Robert R. Knapp, Publisher, P.O. Box 7234, San Diego, California 92107 ($4.95)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Behavioral Science Research, Correlation, Creativity, Data Analysis, *Educational Research, *Evaluation, Evaluation Techniques, Graduate Students, Guides, Hypothesis Testing, *Measurement, Reliability, Research Design, Research Methodology, Research Proposals, Statistical Analysis, *Statistics, Technical Reports, Testing Problems, Tests, Validity
This book contains a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences. It is not a technical, detailed study, but an overview, a summary of alternatives, an exhibit of models, and a listing of strengths and weaknesses, useful as a checking and comparing aid for researchers. Because only highlights, outlines, and essentials to achieve emphasis, clarity, and brevity are presented, the user should supplement this document with more complete information from other qualified sources. The guide contains sections on common errors; planning research and evaluation studies; research designs, methods, and strategies; instrumentation and measurement; statistical techniques and the analysis of data; and criteria and guidelines for planning, preparing, writing, and evaluating the research proposal, report, thesis, or article. Coverage includes historical, descriptive, developmental, case and field study, correlational, causal-comparative, true experimental, quasi-experimental, and action research. Author and subject indexes and statistical tables for significance levels are provided. (DG)

ED 051 312 TM 000 704
Test Bias: A Bibliography.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TM-R-No-2
Pub Date Jun 71
Contract—OEC-0-70-3797
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bias, Bibliographic Citations, *Bibliographies, Cultural Differences, Culturally Disadvantaged, Culture Free Tests, Economically Disadvantaged, Employment Qualifications, *Minority Groups, *Personnel Selection, *Social Discrimination, *Test Bias, Testing Problems, Test Interpretation
This bibliography, which lists selected articles, research reports, monographs, books, and reference works related to test bias, is limited to material which deals directly with the question of

test bias--such as research reports or commentaries. References listed cover the period from 1945 to the present, and are grouped under two main headings: General Educational References and Employment References. (CK)

ED 051 313 TM 000 705
Proceedings of the Conference on Educational Accountability.
Educational Testing Service, Princeton, N.J.
Pub Date Jun 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Behavioral Objectives, *Conference Reports, Criterion Referenced Tests, *Educational Accountability, Educational Finance, Educational Improvement, Educational Objectives, Educational Planning, *Educational Quality, Evaluation, *Instructional Programs, *Performance Contracts, Performance Criteria, Program Development, Public Education, School Community Relationship, Teacher Responsibility, Teaching Quality

The philosophy, strategies, and pitfalls of educational accountability, and information on the development and implementation of accountability programs are outlined in this conference report. Educational accountability is a term used in connection with activities such as assessment, evaluation, auditing, and performance contacting. The speakers' papers include: "The Means and Ends of Accountability" (Erick L. Lindman); "Issues in Implementation I" (Mark R. Shedd); "Issues in Implementation II" (Francis Keppel); "-Public Expectations" (James E. Allen, Jr.); "The Role of Evaluation" (Henry S. Dyer); and "The Future of Accountability" (Edythe J. Gaines). (AG)

ED 051 314 TM 000 730
Invitational Papers Submitted to the Select Education Subcommittee of the Education and Labor Committee of the U. S. House of Resprsentatives.
Educational Testing Service, Princeton, N.J.
Pub Date Mar 71
Note—208p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Admission Criteria, College Admission, College Students, Developmental Psychology, Economic Opportunities, *Educational Change, Educational Opportunities, Educational Planning, *Educational Research, Equivalency Tests, *Evaluation, *Higher Education, Income, Infants, Learning Motivation, Measurement, Minority Groups, Negro Students, *Racial Integration, School Community Relationship, State Surveys, Teacher Role, Tuition Grants
Identifiers—Open Education

These invitational papers submitted by ETS staff members to the Select Education Subcommittee discuss various aspects of educational change and improvement, planning and evaluation. Papers include: "Open Education: Changing Schools for Children," (Edward A. Chittenden); "Planning for New Students to Higher Education in the 70's," (K. Patricia Cross); "The Desegregation/Integration Dilemma in Higher Education: Implications for Research from Minority Student Experiences," (Junius A. Davis); "Statewide Assessment: Its Future and Potential for Educational Reform" (Henry S. Dyer, Robert J. Solomon); "Mass Higher Education and the Economic Benefits of a College Degree," (Rodney T. Hartnett); "Learning to Learn in Infancy: The Development of Competence Motivation," (Michael Lewis); "-Teaching in the Knowledge Society," (Frederick J. McDonald); "Credit by Examination and the External Degree," (Robert J. Solomon, John R. Valley); and "Meeting the Measurement Needs of Education," (William W. Turnbull). Most of the papers include bibliographical references. (CK)

UD

ED 051 315 UD 011 490
Jayatilleke, Raja
Human Relations in the Classroom: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 22.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Contract—OEC-0-9-420088-2327(519)
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, African American Studies, Changing Attitudes, *Classroom Environment, Cultural Differences, Curriculum Development, Ethnic Studies, *Human Relations, Identification (Psychological), Institutes (Training Programs), Intergroup Relations, Negro Attitudes, *Race Relations, Racial Attitudes, Self Concept, *Student Attitudes, *Teacher Attitudes, Teacher Behavior, Teacher Education

This bibliography on human relations in the classroom contains references to published books, documents, journal articles, and unpublished documents which are in the ERIC system, or are in process. The books, documents, and journal articles cited deal with such issues as: race relations, racial attitudes, racial recognition, self-concept, psychological identification, social influences, cultural differences, cross cultural training, ethnic studies, Afro-American studies, curriculum development, classroom environment, human relations, intergroup relations, interpersonal relationships, student-teacher relationships, changing attitudes, teacher behavior, teacher attitudes, student attitudes, Negro attitudes, teacher education, teacher training institutes, activism, and violence. Citations for documents are followed by an abstract edited to suit the purposes of the bibliography; journal article citations are accompanied by subject headings which help clarify the titles and contents of the articles, and in many instances by brief annotations. Document citations cover the period November 1966 through March 1971; journal articles, January 1969 through April 1971. (RJ)

ED 051 316 24 UD 011 516
Sorensen, Aage Bottger
Models of Social Mobility.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-98
Bureau No—BR-6-1610-02-03
Pub Date Mar 71
Grant—OEG-2-7-061610-0207
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Analysis, Models, *Occupational Aspiration, *Occupational Mobility, *Social Factors, *Social Mobility, *Social Systems

Part of the program of the Center for Social Organization of Schools at Johns Hopkins University is one which examines how a student's education affects his actual occupational attainment, and how education results in different vocational outcomes for blacks and whites. This report comes out of such a context. Properties of measures and models of social mobility are analyzed in relation to the conceptualization of mobility. Two main objectives of mobility research are identified. One is the study of determinants of occupational achievement; the other is the study of mobility as a characteristic of social systems. It is shown that the realization of both objectives is hindered by a failure of commonly used models and measures of mobility to separate out the various individual and structural factors responsible for mobility. (Author/JW)

ED 051 317 UD 011 537
Roper, Susan Stavert
The Effect of Race on Assertive Behavior and Responses to Assertive Behavior in Small Groups.
Stanford Univ., Calif. School of Education.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-6
Pub Date Apr 71
Note—187p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aggression, *Group Behavior, Group Dynamics, Group Relations, Junior High School Students, *Negro Students, *Race Relations, *Racial Attitudes

This study analyzes data collected in the summer of 1970. Fifty-seven groups, composed of two white and two black junior high school boys, were filmed as they participated in a cooperative task. Observers scored task-related interaction and socio-emotional behavior from video tapes of each group. Attitudes and perceptions of one another and of the task of the subjects (Ss) were obtained from interviews with Ss. The study focused on the assertive member of each group to investigate if the race of the assertive affected group members' reactions toward him and his behavior in the group. The investigator predicted that black assertives would not be as well liked nor as highly evaluated as white assertives; and that white subjects would direct more negative behavior toward black assertives than toward white assertives. The hypotheses, however, were not confirmed by the results. The study nevertheless suggests that more cooperative tasks should be used in situations where interpersonal relations are important. In integrated classrooms, a curriculum including cooperative tasks might increase the possibility of interracial harmony. [Because of the quality of the typeface of the original document, some pages will not be completely legible when reproduced.] (Author/JW)

ED 051 318 UD 011 539
Bryant, M. Howard
On Expanding Access to Education for Financially Disadvantaged Students.
Virginia Univ., Charlottesville. School of Education.
Report No—Occas-Pap-3
Pub Date Apr 71
Note—15p.
Available from—Editor, Occasional Papers, 164 Rugby Road, Charlottesville, Va. 22903 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Bound Students, *College Students, *Disadvantaged Youth, *Economically Disadvantaged, *Financial Problems, *Financial Support

The purpose of this paper is to suggest one practical measure for financial aid to disadvantaged college students through an expanded and new involvement in the distribution to student financial aid funds to more students in need. Useful to a discussion of a revamped approach to aid distribution will be a review of who the disadvantaged are, to what extent they are enrolled in higher education, and, in particular, what measure will identify them. It is suggested that new procedures which would improve the chances for further education of needy and deserving students be explored. Equal access to higher education will move toward a new reality with adequate funds from federal, state, and private resources and with the introduction of responsibility in the high school. (Author/JW)

ED 051 319 UD 011 540
Johnson, Nathan E. Bash, James H.
A Human Relations Model for a Desegregated Group.
Virginia Univ., Charlottesville. School of Education.
Report No—Occas-Pap-4
Pub Date Apr 71
Note—12p.
Available from—Editor, Occasional Papers, 164 Rugby Road, Charlottesville, Va. 22903 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Group Discussion, Human Relations, Integration Methods, *Race Relations, Racial Attitudes, *Racial Integration, *School Integration

The human relation model discussed in this booklet serves the dual purpose of facilitating the development of equal human relations and the myriad aspects associated with desegregation. This is not considered a scientific report, but a guide to group discussion. Although the model presented is based on the most advanced findings from interaction in teaching and the systems approach in communication, there is not an attempt here to declare it as the final answer to problems in this area. The human relations model is presented as a flow-chart which indicates the phases through which a bi-racial group passes to reach a tensionless condition conducive to a consideration of delicate race problems. A face-to-face commitment of a few people to work together is a first essential. The acknowledgement of equal human status and a concession by each

component that it is unaware of concepts held by the other are the next two stages. Then, a consideration of displeasing words, an exposure of some beliefs, and a recognition that reception and direction must cross racial lines will complete the approach to a condition of psychological neutrality in which there would be little potential difference between ethnic components of the group. The atmosphere thus generated will permit in-depth consideration of all desegregation problems. (Author/JW)

ED 051 320 UD 011 543

Schwartz, Richard Saxi, Ellen

Beginning Reading and Math in PS 133, New York City. A Report.

Center for Urban Education, New York, N.Y. Program Reference Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.

Report No—PRS-002

Pub Date Sep 70

Note—74p.

Available from—Center for Urban Education, 105 Madison Avenue, New York, N.Y. 10016 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Color, *Elementary School Mathematics, Elementary School Students, *Experimental Curriculum, Experimental Programs, *Reading Programs, Test Results

Identifiers—*Gattegno (Caleb), Metropolitan Achievement Test

This booklet describes the program in Harlem (PS 133) which is based upon Dr. Caleb Gattegno's reading and mathematics in color. The program was primarily intended to test the teaching of Gattegno's methods and materials. PS 133 was considered to be a good site for the program because it was stable, pedagogically traditional, and staffed by a large number of experienced teachers and a principal who was known to be a dedicated, competent administrator. In Gattegno's reading program, color is used only for the purpose of introducing words, and once sounds are mastered, color is discarded. The use of color simulates a phonetic language. All groups of letters with the identical sound are represented by the same color. Thus the "o" in "so," "know," and "though" belong to the same group. In the mathematics program, Gattegno used the colored rods of Georges Cuisenaire in order to represent basic mathematical operations as well as fractions. Gattegno claims that students move rapidly from the use of the rods to abstraction and mental computation in order to derive answers to problems. The evaluation of the program used data from the Metropolitan Achievement Test scores; the results tended to indicate general improvement in reading and mathematics among the experimental group. (Author/JW)

ED 051 321 UD 011 544

Bakan, Rita

Malnutrition and Learning.

Michigan State Univ., East Lansing. Center for Urban Affairs.

Report No—RR-5

Pub Date [71]

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Breakfast Programs, Early Experience, *Educational Problems, Food Standards, Health Needs, *Hunger, Individual Development, Learning Difficulties, *Learning Disabilities, Lunch Programs, Neurologically Handicapped, *Nutrition, Perceptually Handicapped, *Prenatal Influences, Socioeconomic Status

The characteristics of malnourished children bear a striking resemblance to a number of the known characteristics of "disadvantaged children," e.g. apathy, irritability, sickliness, and a reduced attention span. The combination of malnutrition and the other negative effects of poverty perpetuates a cycle of illness, educational failure, and more poverty. If the aim of compensatory education is to break this cycle, then it is imperative that social scientists and educators become aware of the negative impact of malnutrition on the development of the child. Perhaps most specific to education is the demonstration of delayed neurointegrative development in children who have grown poorly because of malnutrition. Inadequacies of intersensory development can place the child at the risk of failing to establish an ordinary normal background of conditioning in his pre-school years, and at the risk of failing to profit from educational experience in the school years. Measures to insure the "equal creation" of each child are urgently needed. (Author/JM)

ED 051 322 UD 011 550

Spanish-Speaking Pupils in the Dade County Public Schools. 1969-70.

Dade County Public Schools, Miami, Fla.

Pub Date Feb 70

Note—21p.

Available from—Administrative Research Dept., Room 201, Lindsey Hopkins Building, Dade County Public Schools, Miami, Fla. 33132. (Free of charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Attendance Records, *Bilingual Education, Bilingual Students, English (Second Language), Immigrants, Language Programs, Population Growth, *School Demography, *Spanish Speaking, Special Programs, Student Characteristics, Teacher Characteristics

There has been a continuous countywide growth in the Spanish-speaking school population. By September 1969, the total number was 46,552, i.e. 30,140 Cuban refugee pupils, and 16,412 from countries in South and Central America, Mexico, and Puerto Rico. From 10.5 percent of total school membership in 1965, the number reported by the schools increased to 13.5 percent in 1967 and 19.1 percent in 1969. An analysis of Attendance Department records reveals that much of the increase in the Spanish-speaking segment of the school population has been the result of improved reporting by the schools from year to year and the use of a more specific definition of "Spanish-speaking" pupils in the 1969 survey. Nevertheless, there has been considerable growth. Special instructional programs have grown in response to their unique educational needs. Almost 20 percent are participating in classes in English as a second language; almost one-third are participating in a program designed to maintain or develop the language skills in their native language. This year some 90 schools are offering one or both of these programs. (Author/JM)

ED 051 323 UD 011 551

Desegregation,–September 1969.

Dade County Public Schools, Miami, Fla.

Report No—RR-3

Pub Date Nov 69

Note—94p.

Available from—Administrative Research Dept., Room 201, Lindsey Hopkins Building, Dade County Public Schools, Miami, Fla. 33132 (Free of charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Caucasian Students, Comparative Statistics, Elementary School Students, *Employment Patterns, Integration Studies, Negro Students, *Racial Composition, Racial Distribution, Racial Integration, *School Integration, School Personnel, Secondary School Students

Identifiers—Dade County Public Schools, *Florida

Contents of this annual study of the status of desegregation in the Dade County Public Schools include: Introduction; Ten years of desegregation; status of desegregation, September 1969; Tables (Basic Data)--Distribution of racial and ethnic groups, pupils and school employees, Elementary school centers, Secondary school centers, and Special school centers; racial distribution of employees--Central Administration at Lindsey Hopkins Building, District Offices, and Countywide Services at other locations; Racial distribution of students and employees, Adult Education programs; Tables (Analytic)--Summary, distribution of racial and ethnic groups, pupils and school employees, K-12 program; Number and percent of schools with desegregated, Negro, or white student body and selected employee groups, K-12 program, Sept 1969; Percent of schools with desegregated, Negro, or White student body and selected employee groups, K-12 program, comparison, 1969 versus 1968; Ranked distribution of schools by percent of Negro pupils, and by percent of Negro classroom teachers; Number and percent of Negro pupils in each school, comparison, 1969 versus 1968; and, Number and percent of Negro pupils in schools which were white before desegregation, and of white pupils in formerly Negro schools. (JM)

ED 051 324 UD 011 552

Walker, A. D.

Implications of Generalized Expectancies of Black Children in Educational Settings.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Report No—WP-2

Pub Date [69]

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Decision Making, *Educational Environment, Individual Characteristics, Individual Development, *Individual Power, *Negro Students, Peer Acceptance, Self Control, Social Development, Social Experience, Socialization, Social Maturity, *Student Participation, *Student School Relationship

Identifiers—Rotter (Julian B)

A perception of limited autonomy in the environment of the low socioeconomic black child has important implications for educators. Firstly, since the educational setting is challenging and often fear-provoking for disadvantaged students, it would seem desirable to reduce the generalized expectancy of powerlessness that is characteristic of many of these children. A way to reduce some of the disastrous effects that the American school has often had on the disadvantaged child is to increase his perception of his personal responsibility in the outcomes of his education. Secondly, educational administrators would do well to strive to employ as many well-qualified black teachers as possible in order that black students could have a choice of teachers in terms of race. A third implication of the concept of internal-external control for education concerns the social rejection and isolation of black students by white students and teachers in desegregated schools. Rejection and isolation is largely seen by the black student as out of his control. (Author/JM)

ED 051 325 UD 011 553

Mack, Raymond W., Ed.

Prejudice and Race Relations.

Pub Date 70

Note—279p.

Available from—Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Ill. 60611 ($2.45)

Document Not Available from EDRS.

Descriptors—*Black Power, Cross Cultural Studies, Ghettos, Negro Culture, Negro Education, Negro Employment, Negro History, Negro Institutions, *Negro Leadership, *Race Relations, Racial Attitudes, *Racial Discrimination, Racial Segregation, Social Change, *Social Discrimination

Contents of this book comprises: Introduction--A decade of change; (1) Race and its consequences: Beliefs and acts; (2) Race relations in different societies: A comparative perspective; (3) Implementing discrimination: the institutional impact of prejudice; (4) Leaders in change: A set of profiles; and (5) Options facing Americans: Pathos to Separatism or Integration. Section (1) includes: "Chinese have bigger brains than whites--are they superior?" Robin Fox; "Jensenism, n-the theory that I.Q. is largely determined by the genes," Leed Edson; and, "They are not so much anti-Negro as Pro-Middle Class," J. F. and L. H. Scott. Section (2) includes articles by Tom Stacey, "What place for the White Africans?"; Joseph Lelyveld; and James Michener. Section (3) includes articles by C. Eric Lincoln, "The absent father haunts the Negro family"; Herman P. Miller; and Herbert J. Gans. Section (4) includes a dialogue between Julian Bond and Roy Harris, and articles by Martin Arnold, Harvey Swados, and Walter Rugaber. Section (5) includes articles by Reese Cleghorn; Nathan Glazer, W. Arthur Lewis, and Bayard Rustin. (JM)

ED 051 326 UD 011 554

Program Plan for Improved Human Relations, 1970-1971.

Dade County Public Schools, Miami, Fla.

Pub Date Oct 70

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Problems, Educational Problems, *Human Relations Programs, Interschool Communication, *Problem Solving,

Program Development, *School Cadres, School Community Relationship, School Integration, *Social Change, Student Problems, Student Teacher Relationship, Team Administration
Identifiers—Dade County Public Schools, *Florida
Rapid social change has brought with it conflicts which are manifest in the institutions of the community, particularly the school system, which latter has become a focal point for social, political, and judicial action. Mechanisms for problem solving must be established at all levels throughout the school system. A system of communications must be organized to provide for input from and feedback to all concerned groups. The county staff has identified a broad approach and specific application which it is prepared to recommend. In each school the principal and a small group of key personnel identified by the faculty and selected by the principal should be trained to use problem-identification and problem-resolution techniques. The training is to be directed specifically to the needs of the school system. The training should be accomplished through short two- and three-day workshops followed up by periodic single-day sessions. The building of the cadre in each school should take place over an extended period, but it can begin to be a problem solving or reducing mechanism after initial training. The county staff, particularly the Title IV (Civil Rights Act) Human Relations Team, will provide support resources to schools in developing and implementing the cadre approach. (Author/JM)

ED 051 327 UD 011 556
Tri-Cultural Sensitivity In-Service Training Program. Sample Teaching Units Through Cultural Awareness.
Bernalillo Public Schools, N. Mex.
Pub Date [Apr 70]
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, Class Activities, Cultural Awareness, *Cultural Education, Curriculum Development, *Curriculum Guides, Educational Objectives, *Elementary Education, Instructional Materials, *Intercultural Programs, *Mexican Americans, Social Studies Units, Unit Plan
Identifiers—Bernalillo Public Schools, New Mexico
Contents of this book, designed to give the certified personnel of the Bernalillo Public Schools (Dade County, N.M.) an idea of what can be done in their teaching areas to meet with the philosophy of that school system, include units on: Social Studies, grades one to six; "We Three and Our Home"; "About me"; "My family"; "My father"; "My mother"; "Things I can do by myself"; "My house and things we have at home and activities"; "Food"; "Indian Leaders"; "My playmates"; "People I see, know, and like"; "-Music"; "Art"; "Introduction to poetry"; "Biology"; "Use of flowering plants"; "Mathematics"; "Measurement"; "Cost of operating an automobile"; "Cost of operating a car, word problems"; "Word problems in mathematics--taking the three cultures into consideration"; "Literature"; "Early American Literature"; and, "American folklore." Each unit includes information on objectives, activities, materials, resource persons, and evaluation. (JM)

ED 051 328 UD 011 557
Tri-Cultural Sensitivity In-Service Training Program Report.
Bernalillo Public Schools, N. Mex.
Pub Date [30 Jan 70]
Note—259p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—American Indian Culture, Cultural Awareness, Curriculum Development, *Human Relations Programs, *Inservice Teacher Education, *Intercultural Programs, Mexican Americans, Relevance (Education), School Cadres, Sensitivity Training, Teacher Workshops
Identifiers—Bernalillo Public Schools, *Civil Rights Act Title IV, New Mexico
The Tri-Cultural Sensitivity In-Service Training Program, funded by the Federal government under the provisions of Title IV, Public Law 88-352 (Civil Rights Act) of 1964, was developed in response to the results of a system-wide survey of the staff in 1967. Eighty-five percent of the teachers granted that a deficiency in knowledge, understanding, and the know-how of communication among the cultures of Mexican Americans, Indians, and Anglo Americans could be the reason for failure to meet the needs of the students. Among the objectives of the program were: to conduct training for the professional staff, the student population, the community, and non-certified personnel with regard to human values by means of in-service programs geared to the specific needs of each respective group; to conduct highly concentrated beginning-of-the-year orientation in-service sessions according to the individual needs of the staff; and, to prepare long-range sequential procedures, which will lead to a balanced curriculum and provide for relevancy in the instructional program, so that students will get more meaning by being able to relate their home environment to their school environment, at least partially. (Author/JM)

ED 051 329 UD 011 558
Hendricks, Glen L.
La Raza en Nueva York: Social Pluralism and Schools.
Pub Date Apr 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acculturation, Bilingual Education, Bilingual Students, Cultural Pluralism, Educational Problems, *Immigrants, *Political Influences, Puerto Ricans, Social Relations, Social Systems, Spanish Americans, *Spanish Speaking, *Urban Schools
Identifiers—*New York City
As the size and diversity of the Hispano-American population of New York City has increased, a new tripartite pluralistic cultural situation based upon categories both physical and cultural has been emerging. A politicization of ethnicity is being played out in New York City schools. While Puerto Ricans are legal citizens of the United States, free to enter and leave New York City at will, the legal status of the "others" is precarious; many have illegally by-passed U.S. immigration laws. Their presence has important consequences not only for them but also for the nature of the interaction between the entire "other Hispano" segment and the American society. Even when political units acknowledge that Puerto Ricans are but one segment of the Hispano group, they are of necessity forced to recognize the Puerto Ricans as the political spokesmen for the larger Hispano segment. The Hispano often fails to make a permanent commitment to immigrate to the United States, thus further modifying the patterns of assimilation and acculturation taking place. [Due to the quality of the print of the original document, some parts, including tables, will not be clearly legible when reproduced.] (Author/JM)

ED 051 330 UD 011 559
Greer, Collin
The Principal as Educator: The Finley School/New York City. A Report.
Center for Urban Education, New York, N.Y. Program Reference Service.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—PRS-008
Pub Date Nov 70
Note—32p.
Available from—Center for Urban Education, 105 Madison Avenue, New York, N.Y. 10016 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, Administrative Policy, Administrator Attitudes, *Administrator Characteristics, *Administrator Role, *Educational Philosophy, Educational Planning, Parent Participation, *Principals, *Program Descriptions, Reading Programs, Self Concept, Teacher Administrator Relationship, Teacher Education, Urban Schools
This is the report of an observation of the Finley elementary school in central Harlem, New York City. Its reading program is projected by the principal as the instructional leverage for the organization of the school. The program is described in detail, including how parents are described and how the program is used to foster self-esteem for pupils within the traditional public school setting. Emphasis is placed on how the principal views and executes her function, taking seriously her role as head teacher, and making the "executive" functions of principalship secondary to her role as educator. (Author/DM)

ED 051 331 UD 011 560
Boardman, Richard P.
Community Involvement in School Desegregation: the Story of the Dr. Martin Luther King, Jr. School/Providence, Rhode Island. A Report.
Center for Urban Education, New York, N.Y. Program Reference Service.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—PRS-006
Pub Date Feb 71
Note—35p.
Available from—Center for Urban Education, 105 Madison Avenue, New York, N.Y. 10016 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Involvement, Demonstration Programs, Educational Development, Educational Facilities, *Educational Planning, Elementary Schools, *Political Issues, Program Descriptions, School Integration, School Organization, Summative Evaluation
Identifiers—*Providence, Rhode Island
This report describes the successful planning, development, and operation of a desegregated public elementary school in Providence, Rhode Island. Planning involved school system personnel and all segments of an ethnically mixed community. Physical structure and operation of the school were determined in response to educational needs and desires expressed by the community. This school has provided a model for other public schools in the area, which have adopted elements of the program and procedures of the school. (Author/DM)

ED 051 332 UD 011 561
Fogel, Barbara R., Ed.
Reorganizing the Harrisburg Public Schools; A Plan for Quality Desegregated Education.
Center for Urban Education, New York, N.Y.
Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date Apr 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, Educational Development, Educational Facilities, Educational Finance, *Educational Planning, Elementary Schools, Equal Education, Exceptional Child Education, High Schools, Program Descriptions, Program Proposals, Public Schools, *School Integration, Statistical Data, *Student Distribution, *Teacher Orientation
Identifiers—*Pennsylvania
This is the report of a five-year plan to reorganize the Harrisburg public schools, designed to achieve the goals of educational excellence, racial balance, equity, stability, and economy if properly implemented. For example, the plan includes special centers from pre-kindergarten through second grade, and an educational plaza for grades 6 through 8, involving team teaching and flexible scheduling. High schools would be comprehensive, yet provide more specialized facilities and services for individual students. Staff and students would be equalized and all groups would be transported to schools equally. Interim steps for school personnel and parents are also spelled out in the report. (Author/DM)

ED 051 333 UD 011 562
Fox, David J. And Others
Summer Day 1969 Elementary School Program for Disadvantaged Pupils. Evaluation of State Urban Education Programs in New York City.
Center for Urban Education, New York, N.Y. Educational Research Committee.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.; New York State Education Dept., Albany. Office of Urban Education.
Report No—R-E-012e
Pub Date Nov 69
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Data Analysis, Depressed Areas (Geographic), Educational Disadvantagement, Educational Objectives, Elementary Schools, Enrichment Programs, Evaluation Criteria, *Evaluation Techniques, Exceptional Child Education, Language Programs, *Program Descriptions, Statistical Data, *Summative Evaluation, *Summer Schools, Urban Areas
Identifiers—*New York City

This is a report which describes and evaluates a Summer Day Elementary School (SDES) program conducted in 1969 and involving 153 elementary schools in New York City. For six weeks, 37,502 children from disadvantaged areas attended voluntarily for a half day. Services provided included: (1) reading and arithmetic (Basic Component); (2) enrichment for the academically gifted or talented (Gifted and Enrichment Component); (3) continuity for the mentally retarded (CRMD Component); and, (4) instruction in English as a second language (ESL Component). The extensive evaluation disclosed various strengths and weaknesses of all components. The major changes suggested were: (1) separate levels of instruction for children at or near grade level and those well below grade level; (2) improved communication in the CRMD Component; (3) more consistent selection of qualified teachers in the ESL Component; and, (4) year round commitment of staff, and early commitment of funds for significant improvement in the success level of the summer program. (Author/DM)

ED 051 334 UD 011 563
Heller, Barbara R. *Barrett, Richard S.*
Expand and Improve ... A Critical Review of the First Three Years of ESEA Title I in New York City.
Center for Urban Education, New York, N.Y.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.
Pub Date Jul 70
Note—202p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Depressed Areas (Geographic), Early Childhood Education, Educational Development, Educational Finance, Educational Objectives, Educational Planning, Evaluation Criteria, *Evaluation Techniques, Exceptional Child Education, *Federal Programs, Guidance Programs, Language Programs, *Program Descriptions, *Summative Evaluation, Teacher Education
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York City
This evaluation report covers all ESEA Title I projects in the New York City Public Schools. Background material includes a descriptive overview of the school system; sources, purposes, and legal functions of funding; eligibility and selections of participants; overall objectives of the programs; and, planning and administration of programs. Each type of program (or component) is examined and evaluated--including classroom and special programs, teacher training, and community participation. Future goals and services of Title I are discussed. The role of evaluation and problems associated with evaluating Title I programs are presented, together with a new evaluation model. (Author/DM)

ED 051 335 UD 011 564
Melville, Keith
School Desegregation Plan/Berkeley, California. A Report.
Center for Urban Education, New York, N.Y. Program Reference Service.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—PRS-005
Pub Date Jun 70
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bus Transportation, Community Attitudes, *Community Involvement, *Educational Planning, Integration Effects, Political Influences, Program Descriptions, *School Integration, Summative Evaluation, Teacher Orientation
Identifiers—Berkeley Unified Elementary School District, *California
This study is an evaluation of the Berkeley Unified Elementary School District, which was completely desegregated using a strategy of two-way, cross-town bussing. It presents documentation for tentative answers to two fundamental questions: (1) what is to be gained by eliminating dual school systems? And, (2) what is the cost to be paid for desegregation? Of all the factors involved, the most important is Berkeley's attention to the politics of change. The conclusion reached from this study is that the cost of massive school desegregation is not nearly so great as its critics have predicted. (Author/DM)

ED 051 336 UD 011 565
Inger, Morton
Politics and Reality in an American City; The New Orleans School Crisis of 1960. A Monograph.
Center for Urban Education, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—B-008
Pub Date [Feb 69]
Note—118p.
Available from—Center for Urban Education, 105 Madison Avenue, New York, N.Y. 10016 ($.25)
Document Not Available from EDRS.
Descriptors—Board of Education Role, City Problems, Civil Disobedience, *Community Attitudes, Community Leaders, Decision Making, Educational Responsibility, *Leadership Responsibility, Political Attitudes, *Political Influences, Public Schools, Race Relations, *School Integration, Southern Schools
Identifiers—Louisiana, *New Orleans
This study focuses on the reasons why one city, which seemingly was ready to be a leader in racial matters, became instead a center for resistance to school integration. When integration began, the reaction of extremists was so intense and prolonged that the city suffered a near catastrophe. The city's most serious problem was a lack of leadership. Not one of New Orleans' leaders had attempted to prepare the community for desegregation, believing that they would never have to desegregate. Politics had been pulverized in New Orleans by a series of developments and conditions dating back to the rise of Huey Long, resulting in a passive reform mayor and elite. The research conducted used both the reputational technique and the issue analysis in order to clarify this study of community power. (Author/DM)

ED 051 337 UD 011 566
An In-Depth Study of Paraprofessionals in District Decentralized ESEA Title I and New York State Urban Education Projects in the New York City Schools, a Study for the Board of Education in the City of New York.
Institute for Educational Development, New York, N.Y.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.; New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.
Pub Date Dec 70
Note—278p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Background, Cultural Background, Decentralization, Educational Background, *Paraprofessional School Personnel, *Program Evaluation, School Community Relationship, Socioeconomic Background, Task Analysis, Teacher Aides, Urban Schools
Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs, *New York City, Urban Education Quality Incentive Program
This is the final report of an in-depth study of the use of paraprofessionals in the New York City public schools, conducted in the 1969-70 school year under an agreement with the Bureau of Educational Research of the Board of Education of the City of New York. The paraprofessionals studied were those funded with E.S.E.A. Title I and New York State Urban Education Quality Incentive Program funds and employed in "district decentralized" projects. The overall concept guiding the study was that paraprofessionals are certain kinds of people who perform certain tasks and have an impact on certain people around them. Out of this concept came the three tasks set for the study: to develop a profile of paraprofessionals giving background characteristics related to the purposes of the program and to the impacts paraprofessionals are intended to have; to survey the nature of paraprofessional work, determining what specific activities they carry out, in what kinds of schools, in what physical locations, and on what time schedule; and, to determine the impact paraprofessionals have on the paraprofessional himself, pupils, teachers, the school principal, and parents. (Author/JM)

ED 051 338 UD 011 570
Sanoff, Joan
Self Awareness Through the Creative Arts.
North Carolina State Dept. of Labor, Raleigh.
Pub Date May 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art Activities, Art Education, Career Ladders, *Changing Attitudes, *Creative Activities, Creative Writing, On the Job Training, Painting, *Self Concept, Self Esteem, Self Expression, Sensory Experience, *Teacher Aides, Visualization
Identifiers—*New Careers Program
The development of a positive self concept through various art forms provides the foundation for an exploratory course presented to a group of enrollees in the New Careers Program. The students, whose work is here presented, are receiving on-the-job training in child development centers while receiving classroom instruction to prepare them as preschool assistant teachers. The New Careers Program seeks to create a category of jobs in the human service field which will provide a "career" ladder through which individuals of low income and minimal education can progress from an entry level position up to a professional rank if educational requirements are met. Exercises centering on the creative arts can be designed to modify the self concept and self esteem of students. The quality of the environment provides the raw materials upon which children can project themselves: art, poetry, dramatics, and choice of books. Genuine liking and respect for children is considered shown by offering such opportunities for the development of individuality. (Author/JM)

ED 051 339 UD 011 571
Hollings, Ernest F.
The Case Against Hunger: A Demand for a National Policy.
Pub Date 70
Note—282p.
Available from—Cowles Book Company, Inc., New York, N.Y. ($6.95)
Document Not Available from EDRS.
Descriptors—Administrative Problems, Bias, *Breakfast Programs, Depressed Areas (Geographic), *Economically Disadvantaged, *Federal Legislation, *Hunger, *Lunch Programs, Mental Retardation, Nutrition, Political Influences, Retarded Children, Rural Areas, Urban Areas, Welfare Problems
For millions of Americans, hunger is an everyday fact of life. Hunger destroys a man physically and mentally so that he is incapable of achieving a meaningful and productive place in society. Although many politicians and laymen state that the poor and hungry are shiftless and lazy, and that feeding them will destroy their self-reliance, a recent Health, Education and Welfare Department survey revealed that out of seven million on welfare in 1968, only 50 thousand were able-bodied, able-brained men. The rest were children, mothers, elderly people, and invalids. Seventy-five percent of the mentally retarded are found in areas of rural and urban poverty. A child born with brain damage in these circumstances is beyond the help of any such remedial programs as Head Start. Seventy percent of the poor do not receive food stamps. Two-thirds of the children eligible for free school lunches are still not getting that lunch. Administration of these programs varies widely. In one district, only fatherless children get free lunches. In another, only one child per family can eat free. As a result, some families send children to school on a rotation basis to be sure that each one gets a chance to eat. Public opinion has not yet been mobilized on behalf of the health problems of the poor. (Author/JM)

ED 051 340 UD 011 572
Dockrell, W. B., Ed.
On Intelligence: The Toronto Symposium on Intelligence.
Pub Date 70
Note—272p.
Available from—Barnes & Noble, Inc., New York, N.Y. ($9.50)
Document Not Available from EDRS.
Descriptors—Cognitive Ability, *Cognitive Development, Genetics, Intellectual Development, Intelligence, *Intelligence Differences, *Intelligence Factors, *Intelligence Tests, *Prenatal Influences, Problem Solving, Racial Differences, Socioeconomic Status, Transfer of Training
Identifiers—British Intelligence Scale, Canada
Contents of this symposium comprises: Introduction (W. B. Dockrell); The Genetics of Intelligence (Sir C. Burt); Structuring Mental Acts (P. R. Merrifield); A "Piagetian" Test of Cognitive Development (R. D. Tuddenham); The

British Intelligence Scale (R. W. Warburton); Intelligence (P. E. Vernon); Hierarchical Theories of Mental Ability (A. R. Jensen); Intelligence, Transfer, and Problem-Solving (G. T. Evans); and, Summary of Discussions at the Toronto Conference on Intelligence (H. J. Butcher). (JM)

ED 051 341 UD 011 573
Baughman, E. Earl
Black Americans: A Psychological Analysis.
Pub Date 71
Note—129p.
Available from—Academic Press, Inc., 111 Fifth Avenue, New York, N.Y. ($2.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Behavior Problems, *Intelligence Differences, Negro Education, *Negroes, Negro History, Negro Leadership, Negro Mothers, Negro Students, Race, Racial Differences, *Racial Discrimination, *Self Esteem, Socialization, Socioeconomic Status

Contents of this book include: (1) The Concept of Race-Black, Negro, Afro-American, Colored?; Social versus Biological Definitions of Race; and Confounding Race and Social Class; (2) Intelligence-Black-White Differences in IQ: age and sex differences, the genetic explanation, the environmental explanation, family correlates of IQ, and a personal view; stability of the IQ: measurement errors, change in IQ among young black children under natural conditions, attempts to produce IQ gains, and correlates of IQ change; and, Primary Mental Abilities; (3) Scholastic Performance-race, sex, and age differences; scholastic performance and IQ level; family correlates of scholastic performance; the effects of school desegregation; teachers' expectations; and, teachers' views of their children; (4) Self-Esteem-The Traditional View; A Reconsideration of the Traditional View; and, Three Empirical Studies; (5) Rage and Aggression-Channeling Black Aggression (Hortense Powdermaker); Is the Black More Aggressive than the White; and, Two Empirical Studies; (6) Psychopathology-The incidence of Behavioral Disturbances among Blacks; The Significance of the White Man's Perspective; and, Treatment; (7) Socialization and the Family-Origins of Black Families: A Post-Slavery Phenomenon; Family Structure; and, Socialization Techniques; and, (8) Leadership and Education. (JM)

ED 051 342 24 UD 011 582
Janowitz, Gayle
After-School Study Centers: Experimental Materials and Clinical Research. Final Report.
Illinois Inst. of Tech., Chicago.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0344
Pub Date Jun 68
Contract—OEC-5-10114
Note—369p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*After School Tutoring, Case Studies (Education), Demonstration Programs, Depressed Areas (Geographic), Discriminatory Attitudes (Social), Educational Disadvantagement, Educational Facilities, Negro Students, Nonprofessional Personnel, Primary Grades, Professional Personnel, *Program Descriptions, *Program Evaluation, Race Relations, *Reading Improvement, Urban Schools, *Voluntary Agencies, Volunteers, Volunteer Training

This is the report of a three-year demonstration program designed to explore the potentials and limitations in the use of volunteers in inner-city education. Four centers in Chicago supplied sites for training and research. Program emphasis was on one to one tutoring at least once a week for predominantly black and poor primary school children no more than one and one-half years below grade level academically; academic groups were combined with leisure, some auxiliary services, and cultural activities. The research design compared academic achievement in reading before and after tutoring, as measured by the Gates Reading Tests. Participants and control groups were tested. Reactions of tutors and coordinators were gathered, as well as a community study to gather factors affecting organizational stability of centers. Among the findings, one of the major handicaps in the development of volunteer work was the lack of ability on the part of professionals to relate effectively to non-professionals and to help them develop effective skills. [This document is reproduced from the best available copy. Chapter X and appendixes 1-5, although listed in the table of contents, were missing from the original document.] (Author/DM)

ED 051 343 UD 011 598
Dror, Yehezkel
Urban Metapolicy and Urban Education.
Rand Corp., Santa Monica, Calif.
Pub Date Feb 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, City Improvement, *City Planning, *Decision Making, Educational Improvement, Personnel Selection, *Policy Formation, Student Participation, *Systems Approach, Systems Development, *Urban Education

The main thesis of this paper is that innovative changes in both urban metapolicy and in urban education are needed to meet present and future urban problems. Metapolicy deals with policies on policymaking, including the characteristics of the policymaking system and basic policy frameworks and postures. Unless urban metapolicy is improved, no meaningful improvements are possible in concrete policies on specific issues. Required changes in urban metapolicy include: (1) development of urban policy sciences knowledge; (2) invention of new urban policy tools; (3) explicit strategy determination; (4) new policy-contributing institutions and/or policy research organizations; (5) improvement of urban policymaking personnel; and, (6) advancement of citizen participation. This analysis has important implications for urban educators. On one hand, similar improvements in the urban education policymaking subsystems are needed for better urban educational policies. On the other hand, some radical changes in urban education are needed to meet the needs of better urban metapolicies. These include: (1) education of adults for more active roles in urban policymaking; (2) preparation of children for even more active future roles in urban policymaking; (3) training and retraining of urban policy practitioners for new patterns of urban policymaking; (4) training of new types of urban policy professionals; and (5) development of policy scientists. (Author)

ED 051 344 UD 011 599
Improved Administration Needed in New Jersey for the Federal Program of Aid to Educationally Deprived Children. Office of Education, Department of Health Education and Welfare B-164031(1). Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
Pub Date Apr 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Problems, *Educational Administration, Educational Disadvantagement, Educational Finance, Educational Needs, Federal Programs, Financial Policy, Governing Boards, Government Role, *Program Administration, *Summative Evaluation
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New Jersey

This report covers a Federal review of the operation of the ESEA Title I Program in New Jersey, concentrating its local review in Camden. The State educational agency reported that new methods for teaching the disadvantaged had been developed, achievement had improved, and children had developed a feeling that their parents as well as school officials were genuinely interested in their needs. However, the General Accounting Office believes that a substantial part of Camden's program has provided general aid to public and private school systems rather than aid to educationally deprived children, as prescribed in the Act. Corrective recommendations are included in the report. (Author/DM)

ED 051 345 UD 011 600
Handbook Umbrella 5-Communications; ESEA Title III. New York City School Community Interaction. QPX60300
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [Jul 70]
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Problems, Communication Skills, *Community Programs, *Program Descriptions, Resource Materials, *School Community Cooperation, *School Community Relationship

This report describes an experimental project called the New York City Interaction Umbrella Project, which puts into action communities' creative response to educational problems. The 46 pilot programs operating between schools and their communities are grouped into four categories, each being controlled by an Umbrella Board. The particular focus of this report is on Umbrella Five, which deals with the lack of meaningful communication between educators and laymen. Umbrella Five contains eight of the 46 components of the Program: a school-community neighborhood center, handbooks and supplements, parents' resource center, student progress reporter corps, after school referral center, bilingual and cultural program, film-making, and operation reach-out. (Author/DM)

ED 051 346 UD 011 601
Kosa, John, Ed. And Others
Poverty and Health: A Sociological Analysis.
Pub Date 69
Note—453p.
Available from—Harvard University Press, Cambridge, Mass. ($12.50)
Document Not Available from EDRS.
Descriptors—*Data Analysis, Depressed Areas (Geographic), Discriminatory Attitudes (Social), Economic Disadvantagement, *Health, Health Conditions, *Health Needs, Health Occupations Education, Health Programs, Health Services, Models, *Poverty Research, *Research Methodology, Social Factors, Sociocultural Patterns

This book is a joint venture by 13 scholars, and is a systematic and exhaustive study of a crucial problem. The nature of poverty and the social aspects of health and illness place health and welfare in a sociological framework. In this book the many ramifications of the poverty-health complex are examined and analyzed. Two chapters assess current efforts to ensure medical care to all segments of the population. An appendix sums up methodological problems of obtaining reliable health data on different social classes. The authors conclude by describing the critical health deficit characteristic of the American poor and present a concrete plan for nationwide organization of health services. Each chapter is based on a data summary and critical evaluation of previous research and demonstration work. (Editors/DM)

ED 051 347 24 UD 011 602
Wheeler, Robert R., Comp.
A Group Dynamics Approach to Effective Attitudinal Change in Teaching of Disadvantaged Children: A Pilot Program. Final Report.
Kansas City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-F-038
Pub Date Aug 70
Grant—OEG-6-9-009038-0074(010)
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, *Behavioral Science Research, *Group Dynamics, Pilot Projects, *Research Methodology, *Research Tools, Statistical Data, *Teacher Attitudes, Teacher Improvement

The problem under investigation in this report was the low achievement level of some students in the ESEA Title I Schools in Kansas City, Missouri. It was felt that part of this low achievement was due to a negative feeling among some teachers regarding the ability of the children to achieve. Kansas City mental health professionals and educators sought to prove the hypothesis that negativism might be reduced if the teachers had an improved awareness of themselves and the inner city community and children. The research design included participating and non-participating teacher groups, a principal's group, and a supervisory personnel group. A semantic differential type of instrument was used for pre- and post-testing. Participants tended to be more positive toward concepts tested than did nonparticipants; and post-test scores tended to be more positive than did pre-test scores. Limitations, and recommendations for future research of this nature are included. (Author/DM)

ED 051 348 UD 011 603
Levine, Daniel U. And Others
The Attitudes of Students at Black High Schools in Five Cities, Spring 1970.
Greater Kansas City Mental Health Foundation.; Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Apr 71
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activism, Black Community, Black Power, Data Analysis, High Schools, *Negro Attitudes, Negro Institutions, Negro Leadership, *Negro Organizations, *Negro Youth, *Race Relations, Research Methodology, *Self Concept, Social Change
This is the report of a 1970 followup (to a similar one conducted in 1968) study, the purposes of which were to: (1) determine whether or how the attitudes of Kansas City respondents resembled or differed from attitudes of black youth in other parts of the United States, and (2) determine whether or how much change had occurred in the attitudes of Kansas City youth in a two-year period. Despite problems, data was collected in five cities in various parts of the United States. Major generalizations of the study included the following: (1) attitudes of black youth were relatively uniform from city to city; (2) respondents tended to have little contact with whites but tended to reject separatism & violence; (3) youth in larger cities with larger ghettoes tended to be more fatalistic and alienated; and, (4) widespread support exists for the NAACP, the Black Panthers, and active local organizations. (Author/DM)

ED 051 349 UD 011 613
Johnson, Norman J.
America, a Pluralistic Community: A Myth or Fact.
Pub Date Apr 71
Note—14p.; Paper presented at the annual convention of the International Reading Association, Atlantic City, N.J., April 20-22, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acculturation, Bias, Compensatory Education, Cultural Factors, Culturally Disadvantaged, *Cultural Pluralism, Negro History, Race Relations, *Racial Integration, School Community Relationship, School Orientation, Social Factors, *Social Integration, *Social Structure, United States History
The "assimilation perspective" on minority group relations in America distort empirical reality because of two hidden assumptions. First, divergence or difference is recognized at an earlier point--only to be corrected by equalization of opportunity. The second tends to view the "new world"--the assimilated--as homogeneous. The cumulative effect of the Civil War was to lead to a legal perception of the black man as a person, while the social perception of him as property persisted with behavior tending toward the latter. The second world, however, would have emerged apart from this discrepancy--in part because black men came to the U.S. in chains. Every black family must teach its young and help them to develop a strategy to cope with being black in America. It is clear now that strategies of culture deprivation--compensatory education, Head Start, Upward Bound, etc.--are doomed to fail. The failure comes as a result of the belief that the attitudes, feelings, and behaviors of blacks are pathological deviations from a superior white life style. The emergence of a "black life style" is, however, a result of social reality. Deviance and deprivation are misleading constructs, implying that blacks can be something they cannot be, namely white. [Because of the print quality of the original, this document will be only marginally legible in microfiche and xerox hard copy.] (Author/JM)

ED 051 350 UD 011 614
State Urban Education Quality Incentive Programs; Summaries and Classified Data.
New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.
Spons Agency—New York State Education Dept., Albany. Office of Urban Education.
Pub Date May 71
Note—282p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Board of Education Policy, *Compensatory Education Programs, Economically Disadvantaged, Educational Needs, *Educational Resources, Elementary School Students, *Program Proposals, *Resource Allocations, School Districts, Secondary School Students, State Aid, State Programs, Urban Schools
Identifiers—New York City, *Quality Incentive Programs
Section 3602 of the New York State Education Law provides supplementary means of improving the teacher-learning situation for those students having special educational needs associated with poverty. Funds are provided on an annual basis, 1970-71 being the third one for receipt of such funds by New York City. This bulletin contains summaries of only those proposals that have been approved and implemented. Monies are allocated by the State on a formula basis, and the Board of Education similarly suballocates the major portion of its allotment. New York City's total allocation was 48,029,740 dollars for fiscal year July 1, 1970-June 30, 1971. Community districts were advised that their allocations could be appropriated as they wished, for Quality Incentive Programs and/or Community Education Center Programs. A total of 33,335,473 dollars was allocated by Districts to Quality Incentive Projects. These are planned by professional and community representatives to correct educational, motivational and/or cultural deficiencies of the target population. No program may become operative until the proposal has been approved by the State Division of Urban Education. The budgets as indicated in the summaries are the amounts that were budgeted when the proposals were submitted. (Author/JM)

ED 051 351 UD 011 620
Black Studies: Related Learning Materials and Activities in Social Studies for Kindergarten, Grade 1 and Grade 2. Curriculum Bulletin, 1970-71 Series, Number 3.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 70
Note—268p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 ($5.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*African American Studies, African Culture, Black Community, Cultural Background, Cultural Education, *Curriculum Development, Early Childhood Education, *Elementary Education, Instructional Materials, Kindergarten, Learning Activities, Negro Education, Negro History, *Preschool Curriculum, *Social Studies
The bulletin is divided into four main sections. The first section presents an introduction, objectives, and a list of the major themes from the Social Studies courses of study for Grades Kindergarten through Two. The remaining three sections are composed of suggested materials and activities for each of the respective grades. A bibliography for all of the grades is found after the suggested learning activities. The introduction and the objectives should be read before using the materials so that the purpose of the bulletin is clearly understood. The suggested materials and activities may be used as presented or adapted to enhance pupil learning. Learning activities are found under the appropriate themes for each grade. As the teachers introduce each theme in the Social Studies program, they should refer to this Black Studies bulletin for materials and activities to further enhance those concepts and understandings which the pupils are developing. [Many photographs have been deleted from the materials and activities section of this document, as they will not reproduce.] (Author/JM)

ED 051 352 UD 011 624
Greenleaf, Warren T. Griffin, Gary A.
Schools for the 70's and Beyond: A Call to Action. A Staff Report. Schools for the 70's Series, Main Report.
National Education Association, Washington, D.C. Center for the Study of Instruction.
Pub Date 71
Note—154p.
Available from—National Education Association, Publications-Sales Section, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.25)
Document Not Available from EDRS.
Descriptors—Achievement Rating, Centralization, Class Organization, Classroom Design, Curriculum Development, *Decentralization, *Educational Change, *Educational Finance, Humanism, Relevance (Education), *School Organization, State Departments of Education, Student Evaluation, *Student Needs, Teacher Qualifications
Identifiers—*School for the Seventies
This book is a comprehensive staff report addressed to the United Teaching Profession as a basis to improve America's schools. Contents include: Section 1, The setting: a note of urgency; are schools to blame? the traditional role of education; the fruits of success; the new focus of change: humaneness in education; and, barriers to humane school. Section 2, The Humanistic School: the system; Problems: who's in charge here? the reaction to centralization; reemerging constituencies; action toward solution: diffusion of governance; the problems of power sharing; and, school must respond. The instructional program; Problem: an irrelevant curriculum--student needs, parent concerns; action toward solution: a relevant program; Problem: Classroom organization--individual differences, the uniform environment; action toward solution: evaluation for diagnosis--evaluation vs. grading; new concepts for evaluation; implications of diagnostic evaluation for the schools; strategies for action; The Humane Program; the teachers; Problems: the lack of appropriate teacher control, etc.; the students; Problems: cultural and ethnic differences, etc.; school finance. Section 3, The United Teaching Profession Acts, and epilogue. (JM)

ED 051 353 UD 011 625
Major, Clarence
Dictionary of Afro-American Slang.
Pub Date 70
Note—125p.
Available from—New World Paperbacks, International Publishers Co., Inc., 381 Park Avenue South, New York, N.Y. 10016 ($1.95)
Document Not Available from EDRS.
Descriptors—American English, *Dictionaries, Language Patterns, Language Role, Language Styles, Language Usage, Lexicography, *Negro Dialects, Oral English, *Social Dialects, Sociocultural Patterns, *Standard Spoken Usage, *Urban Language, Vocabulary, Word Lists
The speech habits of the most oppressed --and the largest-- segment of the black population in the United States did not spring solely from an inability to handle acceptable forms of spoken English, nor mainly from the limitations caused by the particular stock of words known to the speaker. Black slang stems from a somewhat disseminated rejection of the life-styles, social patterns, and thinking in general of the Euro-American sensibility. The rejection is necessarily diffused because it is impossible for any combination of ethnic groups to endure the kind of close sociocultural contact--despite the well-known inequity--endured by black and white in North America without showing the effects of the usual exchange and conflict. American slang in general is largely black American slang in origin. This is a book of the words and phrases used by black people irrespective of their origin, however. This so-called private vocabulary of black people serves the users as a powerful medium of self-defense against a world demanding participation while at the same time laying a boobytrap-network of rejection and exploitation. It is a language unconsciously designed to pave a way toward positive self-images. Afro-American slang is created out of the will to survive on black terms. (Author/JM)

ED 051 354 UD 011 626
Race Relations in the USA, 1954-68. Keesing's Research Report, Number 4.
Pub Date 70
Available from—Charles Scribner's Sons, New York, N.Y. ($6.95)
Document Not Available from EDRS.
Descriptors—City Problems, *Civil Rights, *Equal Facilities, Federal Court Litigation, *Federal State Relationship, Integration Litigation, Negro Education, Negro Leadership, Negro Organizations, *Race Relations, Racial Discrimination, *School Integration, Southern States, Voting Rights, Welfare Problems
Contents of this report on the development of the civil rights movement include: (1) Introduc-

tion--the economic and social status of Negroes in 1952, Negro movements for civil rights, the Ku Klux Klan; (2) Racial desegregation in education, 1954-57; (3) The Little Rock Crisis, 1957-59; (4) Continued desegregation in education, 1958-64; (5) Measures to end racial segregation in public amenities, 1954-63, including: court rulings, 1952-55; administrative measures, 1953-55; anti-integration moves in southern states, 1957; Supreme Court rulings, 1958-60; cut in Negro welfare services in Louisiana; Federal counter-action; and, continued desegregation of public facilities, 1961-63; (6) The Civil Rights Acts of 1957, 1960, and 1964--Civil Rights Commission's reports--Federal action on Civil Rights; (7) The Civil Rights movement and urban riots, 1960-65; (8) The Voting Rights Act of 1965--other civil rights legislation and developments, 1966-68; (9) Further agitation by Civil Rights movement, 1966-68; and, (10) The death of Martin Luther King, Junior. (JM)

ED 051 355 UD 011 632
Havighurst, Robert L. Levine, Daniel U.
Education in Metropolitan Areas; Second Edition. Foundations of Education Series.
Pub Date 71
Note—358p.
Available from—Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 ($4.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Black Community, Black Power, Educational Finance, Equal Education, Racial Segregation, *School Community Relationship, *School Systems, *Social Structure, Socioeconomic Status, *Suburban Schools, Teacher Attitudes, Teacher Characteristics, Urban Renewal, *Urban Schools

The contents of the second edition of this book on "metropolitanism" include: (1) Metropolitan schools and social structure: three schools of the metropolis, social mobility, etc.; (2) Urban and metropolitan development: the city in an essentially rural society, new definitions of metroplis, etc.; (3) Socioeconomic and racial stratification in metropolitan areas: the socioeconomic ratio, effects of socioeconomic and racial stratification and segregation in the schools, etc.; (4) Schools in the metropolitan area: socioeconomic characteristics of schools in the metropolitan area, the urban-community schools, etc.; (5) Suburban schools in the evolving metropolitan area: problems in financing suburban education, and suburban schools in the metropolitan system of education; (6) Urban renewal, metropolitan planning, and the schools: new directions in urban renewal, education in metropolitan development, etc.; (7) Schools and the Black Revolution: urbanization of blacks; equality of opportunity or equality of achievement? etc.; (8) Teachers in metropolitan schools: social origins of metropolitan area teachers, the career line of metropolitan educator, etc.; and (9) School systems and other social systems in the metropolitan area: goals of metropolitan development, social system defined, inter-system cooperation, intra-system functioning, and paths to metropolitanism. The First Edition of this book appeared in RIE under ED 013 268. (JM)

VT

ED 051 356 VT 006 675
Welsh, Donald Joseph
An Analysis of Input and Output of Vocational Education in Missouri in Relation to Manpower Needs.
Pub Date 68
Note—164p.; Ed.D. Dissertation; University of Missouri
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-3292, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Programs, Doctoral Theses, Educational Finance, Educational Needs, Guidance Services, *Input Output Analysis, *Manpower Needs, Placement, *Program Evaluation, *State Aid, State Federal Support, *Vocational Education

The purpose of this study was to ascertain the extent to which the allocation of federal, state, and local financial resources for vocational and technical education was sufficient to finance the training and placement of an adequate number of graduates to meet the training needs in Missouri as indicated by the distribution of the work force and labor market trends. Data concerning expenditure, enrollment, and placement of vocational graduates and manpower development trainees were secured from the Missouri State Department of Education and Division of Employment Security. Major findings and recommendations include: (1) A serious imbalance exists between funds expended for vocational education and manpower needs of the state, (2) There is a need for more state funds to support vocational education, (3) A more adequate guidance and placement service should be established, and (4) More students should receive training in the trade and industrial, business and office, distributive, technical, and health occupations. (AS)

ED 051 357 VT 011 585
McElroy, Robert C.
The Hired Farm Working Force of 1969; A Statistical Report.
Federal Extension Service (DOA), Washington, D.C.
Report No—AER-180
Pub Date 70
Note—32p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A93.28:180, $.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Agricultural Laborers, Employment, *Farm Labor, *Manpower Utilization, *Migrant Workers, Statistical Surveys, Tables (Data), Wages

The 1969 hired farm working force (HFWF) consisted of about 2.6 million persons 14 years of age and over who did some farmwork for cash wages during the year. This drop of 12 percent from the 2.9 million in 1968 reflects further utilization of farm labor-saving technology. Members of the 1969 HFWF were mostly young (median age 23), white (77 percent), male (74 percent), persons living in non-farm places (74 percent). They earned an average of $837 in cash wages, or $10.75 a day for 78 days of farm wage work. Only 21 percent were engaged chiefly in farm wagework. Of these, 301,000 were year-round workers, who were the most fully employed and highest paid, averaging 319 days of farm wagework and earning $3,485. About 60 percent including housewives and students were not in the labor force most of the year. About 257,000 were domestic migratory workers. This group declined at about the same rate as all hired farmworkers, thus continuing to comprise about 10 percent of the total. A related document containing 1967 statistics is available as MP 000 795. (Author/GB)

ED 051 358 VT 011 987
King, Albert Sidney
Managerial Relations with Disadvantaged Work Groups: Supervisory Expectations of the Underprivileged Worker.
Texas Technological Coll., Lubbock.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date May 70
Note—324p.; Ph.D. dissertation, Texas Tech University
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 986, MF $0.95; for hard copy price, see catalog)
Document Not Available from EDRS.
Descriptors—*Conditioned Response, *Culturally Disadvantaged, Employer Attitudes, *Manpower Development, Motivation, *Performance Factors, *Personnel Evaluation, Work Attitudes

This study investigates the effects of management expectations on the occupational success of disadvantaged workers. In five organizational experiments, supervisors were informed that certain workers out of groups of disadvantaged workers had superior abilities. However, these workers were chosen randomly, so that any differences in performance between these workers and the control group would be due only to supervisory expectations. The results, which confirm the hypothesis regarding the significance of supervisor attitudes, have implications for the supervisor's role in breaking the vicious circle of low performance by disadvantaged workers. (BH)

ED 051 359 VT 012 012
Drew, Alfred S.
Educational and Training Adjustments in Selected Apprenticeable Trades. Final Report, Volume I.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Nov 69
Note—289p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 996, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Apprenticeships, *Educational Programs, Employer Attitudes, *Manpower Development, *Program Development, Program Evaluation, Technological Advancement, Vocational Adjustment, Work Attitudes

This study was undertaken to provide suggestions for developing an optimum system of training in the apprenticeable trades. Data were obtained from personal interviews and from roughly 9,000 questionnaires which were returned by apprentices, journeymen, instructors, employers, union officials, teacher educators, counselors, training coordinators, and high school students. Recommendations were made with regard to philosophy, recruiting, training, administration, training environment, period of indenture, and adjustment to technological change. (BH)

ED 051 360 VT 012 015
Drew, Alfred S.
Educational and Training Adjustments in Selected Apprenticeable Trades. Final Report, Volume II, Appendices.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Nov 69
Note—304p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 547, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Apprenticeships, *Educational Programs, Employer Attitudes, *Manpower Development, *Program Development, Program Evaluation, Technological Advancement, Vocational Adjustment, Work Attitudes

This volume is an appendix to "Educational and Training Adjustments in Selected Apprenticeable Trades, Volume I" (VT 012 012). (BH)

ED 051 361 VT 012 016
Adams Jefferson Improvement Corporation. Interim Report.
Analytic Systems, Inc., Vienna, Va.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.
Pub Date Jul 70
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, *Demonstration Programs, *Economically Disadvantaged, *Economic Development, Job Development, *Manpower Development, Poverty Programs, Program Effectiveness, *Rural Areas

The main objective of this project is to demonstrate how a community action agency can operate manpower and economic development programs with continuing impact. The program offers: (1) training in four areas, (2) supportive services, including counseling and basic education, (3) youth programs, (4) economic development efforts to help the local economy, (5) job and training placement, and (6) community services. The goal of long run impact is being achieved by five enterprises intended to become self-sufficient and strengthen the economy. Short run effects are achieved with the placement activities and the training programs, which are preparing 60 trainees as brick masons, carpenters, electrical wirers, toy manufacturing personnel, vegetable farmers, and clerical workers. (BH)

ED 051 362 VT 012 018
North, David S.
The Border Crossers: People Who Live in Mexico and Work in the United States.
TransCentury Corp., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Apr 70
Note—334p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 692, MF $0.95; for hard-copy price see catalog)
Document Not Available from EDRS.
Descriptors—*Agricultural Laborers, *Braceros, Economic Development, *Federal Laws, Federal Programs, Immigration Inspectors, Individual Characteristics, *Labor Market, Low Income Counties, *Mexican Americans, Migrant Workers
This study investigates the characteristics of the border crossers and their role in federal programs, and analyzes their impact in depressed areas. In order to obtain information about the estimated 100,000 commuters working in the United States, a team of bilingual Mexican Americans interviewed Mexican citizens legally and illegally working in the United States, and U.S. citizens living in Mexico and crossing the border to work. Among legally working aliens, every hundredth name was selected for an interview, while the illegal workers surveyed were all those willing to be interviewed at three detention centers. Citizen commuters, for whom no lists were available, were interviewed at the American Consulate-General in Juarez, and at various border crossings. The data shows that the border crossers depress job opportunities and wage levels, and discourage union organization. Although they benefit from many federal programs, they do not pay their share of the costs of the programs. The study recommends several alternate solutions using more realistic restrictions on commuters. (BH)

ED 051 363 VT 012 028
Lerman, Robert Irving
An Analysis of Youth Force Participation, School Activity, and Employment Dates.
Massachusetts Inst. of Tech., Cambridge.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Feb 70
Note—285p.; Ph.D. dissertation; Massachusetts Inst. of Technology
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 463, MF $0.95; See catalog for hard copy pre)
Document Not Available from EDRS.
Descriptors—Disadvantaged Youth, Employment Opportunities, *Individual Characteristics, Multiple Regression Analysis, *Racial Factors, *Socioeconomic Influences, *Student Participation, *Youth Employment
This study examines the determinants of youth labor force participation, school activity, and employment rates. Nearly all the data came from the March 1967 Current Population Survey, both from survey results and from the individual data records collected in the survey. After records were obtained for 104,000 individuals, of whom 14,000 were between 16 and 21 years of age, least squares regressions were used, mainly with dummy variables, to determine the degree of correlation between the variables. The results show that high unemployment rates and low wages encourage high levels of school activity. Poverty tract residence reduces school activity directly while the negative influence of race occurs only after accounting for labor force status. Youth employment rates are not significantly affected by family income or age differences within the 16-21 group, although race continues to be a major factor in employment opportunity even after adjusting for individual and area variables. (BH)

ED 051 364 VT 012 046
Hoggatt, Ralph S. Hazel, Joe T.
Reliability of Individual Versus Group Job Pay Ratings.
Air Force Human Resources Lab., Lackland AFB, Tex.
Report No—AFHRL-TR-70-10
Pub Date May 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Techniques, *Job Analysis, Occupational Information, *Rating Scales, *Reliability, Salary Differentials
This study investigated two approaches for obtaining job ratings in order to determine which procedure provided the most stable ratings, given a constant number of raters. Specifically, it compared reliability estimates determined by averaging across individually obtained job ratings and reliability estimates based on consensus ratings from interacting panels. To investigate reliability of job ratings obtained from individuals and from panels of raters, 450 basic airmen rated 100 brief job descriptions individually and in panels of three and five raters. Analysis revealed that estimates of mean reliability were greater for individual raters, and mean rating time increased with panel size. Consequently, the individual approach appears to be more economical and efficient than the panel procedure, in terms of reliability, time required, and number of raters required. (Author/BH)

ED 051 365 VT 012 047
Guinn, Nancy And Others
Demographic Differences in Aptitude Test Performance.
Air Force Human Resources Lab., Lackland AFB, Tex.
Report No—AFHRL-TR-70-15
Pub Date May 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cultural Factors, *Demography, Multiple Regression Analysis, *Performance Factors, Racial Factors, *Test Results
The interrelationships between aptitude test performance and certain demographic-cultural variables were investigated, as well as the relationship between these variables and the aptitude test factor content. Five test batteries were administered to groups of approximately 1,900 subjects each. Multiple regression analyses indicated that there were significant interaction effects for six of the selected tests. The relationships between the cultural variables combined and each aptitude test were significant for all tests. Significant net relationships of race, educational level, and geographic area were found with a majority of tests, although wide differences were found among aptitude tests in their sensitivity to demographic-cultural influences. Race appeared to be related to tests in most factor areas, with its highest relationship in the mechanical area, whereas education, which had the lowest relationships with the mechanical area, had the highest relationships with verbal, numerical, and reasoning factors. No discernible trend was noted for geographic area. (Author/BH)

ED 051 366 VT 012 119
Rogg, Eleanor H.
The Occupational Adjustment of Cuban Refugees in the West New York, New Jersey Area.
Fordham Univ., Bronx, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date 70
Note—464p.; Ph.D. dissertation, Fordham University
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 553, MF $0.95; for hard-copy price see catalog)
Document Not Available from EDRS.
Descriptors—*Acculturation, *Community Influence, Community Surveys, Employment Opportunities, *Immigrants, Latin American Culture, *Social Adjustment, *Spanish Americans, Vocational Adjustment
Identifiers—*Cubans
This study of the adjustment and acculturation of Cuban refugees living in West New York, New Jersey investigates the hypotheses that: (1) The formation of a tightly knit community aids in the adjustment of first generation Cubans, although in the short run it may retard their acculturation, and (2) Adjustment and acculturation are easier for persons from middle class backgrounds than for immigrants from poorer families. In order to evaluate programs which have attempted to help the Cubans to adjust, the researchers interviewed agency officials and gathered all available data from various public and private agencies. A random sample of 250 of the refugees in West New York, constituting roughly 10 percent of the total, were interviewed in order to gather first-hand data. The study concludes that governmental programs have been far less effective than the refugee community in aiding adjustment, and despite a severe downward occupational mobility which increases with social class, job satisfaction and adjustment have been surprisingly good. (BH)

ED 051 367 VT 012 140
Agricultural Education and Training; Annual Review of Selected Developments.
United Nations Food and Agriculture Organization, Rome (Italy).
Pub Date 67
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, Agriculture, *Annual Reports, *International Education, *International Organizations, *International Programs, Research, Training
Identifiers—FAO, *Food and Agriculture Organization
This annual review of selected developments in agricultural education and training of the United Nations family presents economic and social progress reports of countries dependent upon agriculture. Topics covered are education and training in Africa, deep sea fishing training in Korea, correspondence courses in agriculture, national marketing centers, curricular needs for human nutrition studies in universities and colleges, and priority needs in agricultural research in African institutions. Additional references are appended. (GB)

ED 051 368 VT 012 206
Roberts, Markley
Pre-Apprenticeship Training for Disadvantaged Youth: A Cost-Benefit Study of Training by Project Build in Washington, D.C.
American Univ., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date May 70
Note—475p.; Ph.D. dissertation; American University
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 864, MF $0.95; See catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Apprenticeships, *Cost Effectiveness, *Disadvantaged Youth, *Educational Programs, *Inner City, *Negroes, Out of School Youth, Trade and Industrial Education
Identifiers—Project Build
This study focuses on the benefits and costs of preapprenticeship institutional training aimed at reducing the employment problems of male inner city Negro youths. Using a sample of 195 youths in Project Build, including 110 graduates, 20 dropouts, and 65 applicants who were not accepted, interviews were conducted to gather data on individual characteristics and employment success. Comparison of the total benefits and costs to the individual and to society shows that the training program is a worthwhile investment which can help hard-core disadvantaged youth to enter apprenticeship programs, with benefits far greater than the cost of training. (BH)

ED 051 369 VT 012 274
McElveen, Jackson V.
Rural Industrialization in the Southeast Coastal Plain: Case Study of a New Brick Factory in Summerville, S.C.
Federal Extension Service (DOA), Washington, D.C.
Report No—AER-174
Pub Date Feb 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Materials, Depressed Areas (Geographic), Economically Disadvantaged, *Employment Opportunities, *Industrialization, Industry, *Manpower Utilization, *Rural Areas, *Unskilled Workers
Identifiers—South Carolina
This report describes the local economy of a rural area in South Carolina at the time a brick plant was established and examines the shortrun impact of the plant through its first year of operation in 1963. During its first year, the plant provided jobs for 25 of the area's unskilled laborers,

who had been working seasonally in declining farm, construction, and sawmill occupations. In addition, jobs were generated in machine maintenance, advertising, and sales. The study indicates that various other types of factories which could be constructed in the area would provide jobs for the rural poor who are being forced out of agriculture and forestry. (BH)

ED 051 370 VT 012 281
Social Security Disability Applicant Statistics, 1966.
Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.
Pub Date Nov 69
Note—71p.
Available from—Office of Research and Statistics, Social Security Administration, U.S. Dept. of Health, Education and Welfare, Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, *Dependents, Employees, *Federal Programs, *Handicapped, Handicapped Children, *Insurance Programs, *Participant Characteristics, Statistics, Tables (Data)
This publication contains statistical data on applicants for disability benefits under the Social Security Act. Tables containing data through 1966 are provided for worker and childhood disability allowances and refusals. Individual and summary statistics are given for the applicants, who are classified by characteristics such as age, sex, education, diagnostic group, and occupation. (BH)

ED 051 371 VT 012 283
Shepard, Jon M.
Technology, Division of Labor and Alienation From Work. Final Report.
Kentucky Univ., Lexington.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 15 Apr 70
Note—31p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 258, MF $0.95; see catalog for hard-copy price)
Document Not Available from EDRS.
Descriptors—*Automation, *Job Satisfaction, *Occupational Surveys, Technological Advancement, *Work Attitudes
This study investigated the theory that a worker's relationship to technology instills in him identifiable attitudes about work. Using samples of office workers from a bank and five insurance companies, and samples of factory workers from the oil refining and automobile industries, a total of 1,888 workers were divided into (1) office and factory workers in nonmechanized production, (2) machine operators in mechanized production, and (3) operators in automated production. The findings refute the belief that office and factory workers are becoming similar in work, although it is true for craftsmen and nonmechanized and machine-operating clerks. Convergence in attitudes was found among oil refinery monitors and computer operators and software personnel, apparently because automated technology in the office and factory creates some commonality among workers most closely related to the technology. (BH)

ED 051 372 VT 012 285
Reder, M. W.
Unemployment Among New Labor Market Entrants.
Stanford Univ., Calif.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Note—60p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 485, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Employment Level, *Employment Patterns, Entry Workers, *Labor Economics, *Labor Force, Labor Turnover, Mathematical Models, *National Demography, Population Distribution, Unemployment
This study analyzes the effects of labor force composition on the level of frictional unemployment. Proportionally more of total unemployment falls upon new workers, which has significant implications for changes in frictional unemployment. The labor market model which was developed to show this also implies, at least indirectly, that new workers have higher turnover rates than do old workers. In analyzing international differences in unemployment percentages among the advanced nations, the study concludes that the higher U.S. rate is due more to teenage unemployment than any other single factor. (BH)

ED 051 373 VT 012 287
Women Workers Today.
Women's Bureau (DOL), Washington, D.C.
Pub Date Jun 70
Note—7p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, d.c. 20210 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Level, *Employment Opportunities, Employment Trends, *Females, *Individual Characteristics, *Working Women
This booklet is an overview of female employment today. The profile of the woman worker is changing, in terms of personal characteristics such as age, marital family status, education, race, and family income, and also in terms of employment characteristics, such as occupation, income, and unemployment patterns. The report predicts a continuing rise in female employment. (BH)

ED 051 374 VT 012 457
Conroy, William G., Jr.
A Capability Classification System.
Massachusetts Research Coordinating Unit for Vocational Education, Boston.
Pub Date 17 Dec 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Classification, Educational Research, Educational Researchers, Feedback, *Methodology, *Program Evaluation, Program Improvement, Research Coordinating Units, *Research Tools, Systems Approach, *Vocational Education
A developmental product for the Massachusetts and New York Evaluation Service Center for Occupational Education, the classification system is designed to treat behavioral objectives from which cognitive, psychomotor, and affective capabilities can be inferred. The system provides an analytical tool to render the products of the Evaluation Service Center more useful for the purpose of program modification in a manner consistent with the philosophical principle on which the Center was established. The Capability Classification System allows institutions to deal with specific elements of programs and provides feedback on the specific capabilities these programs are designed to develop. (Author/JS)

ED 051 375 VT 012 580
Manley, Fred W.
Articulation Between North Carolina's Public System of Elementary and Secondary Schools and Public System of Technical Institutes and Community Colleges. A Report With Suggestions for Continuing Efforts.
North Carolina Research Coordinating Unit in Occupational Education, Raleigh.
Pub Date Dec 70
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Articulation (Program), Career Opportunities, *Career Planning, Community Colleges, Elementary Education, Occupational Choice, Post Secondary Education, *Program Administration, *Program Coordination, Program Improvement, Program Planning, Secondary Education, State Departments of Education, *Vocational Education
A well articulated educational program provides students an opportunity to develop to their highest potential without unnecessary duplication of instruction and delay in attaining their educational and career objectives. To provide articulation between North Carolina's public system of elementary, secondary and post secondary schools, the State Board of Education appointed a committee from State Department of Community Colleges and State Department of Public Instruction to cooperate with the Occupational Research Unit in providing leadership in coordinating and implementing articulated programs. Major objectives of the programs were: (1) developing model administrative arrangements, (2) providing articulation of subject matter, (3) promoting innovation and coordination, (4) providing a better total program of occupational education, and (5) providing articulation of handicapped and disadvantaged programs. The report contains examples of programs, evaluations, and suggestions for continuing articulated efforts. A review of research of articulated efforts in the United States, a detailed background of planning, implementing and reporting of articulation efforts in 1970, and a review of articulation efforts in North Carolina prior to 1970 are appended. (AS)

ED 051 376 VT 012 749
Mongerson, M. Duane
CPM (Critical Path Method) as a Curriculum Tool.
State Univ. of New York, Buffalo. Coll. at Buffalo.
Pub Date Feb 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Critical Path Method, *Curriculum Development, *Curriculum Planning, Educational Needs, *Industrial Arts, Methods, Research Needs, *Vocational Education
This document discusses and illustrates the use of the Critical Path Method (CPM) as a tool for developing curriculum. In so doing a brief review of the evolution of CPM as a management tool developed by E. I. duPont de Nemours Company is presented. It is also noted that CPM is only a method of sequencing learning activities and not an end unto itself. (JS)

ED 051 377 VT 012 792
West, Leonard J.
Research on Teaching Business and Commercial Subjects.
City Univ. of New York, N.Y. Div. of Teacher Education.
Report No—RR-71-1
Pub Date Jan 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, Behavioral Objectives, Bookkeeping, *Business Education, Data Processing, Distributive Education, *Office Occupations Education, Post Secondary Education, Research Needs, *Research Reviews (Publications), Secondary Education, Stenography, *Teaching, Typewriting
This review of 81 research studies is primarily confined to the research on business education that concerns relationships between teaching acts and learning outcomes. Attention is directed to investigations that permit generalizations about the consequences for learning of specifiable instructional behaviors bearing on the materials and methods of instruction. Most of the research reviewed applies to office occupations, principally typewriting and stenographic skills, and some to retailing and distributive occupations. The findings of the researches cited are stated, and their implications for instruction are specified. (Author/JS)

ED 051 378 08 VT 012 860
Panitz, Adolf Olivo, C. Thomas
The State of the Art of Occupational Competency Testing. National Occupational Competency Testing Project, Volume 2, Phase One.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0474
Pub Date 14 Jun 70
Grant—OEG-2-9-100474-1044
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Performance Tests, *Teacher Evaluation, Teaching Quality, Test Construction, Test Selection, *Trade and Industrial Education, *Trade and Industrial Teachers
Experience has shown that the quality of instruction depends on the occupational competency of the teacher. The overall purpose of this project is to develop occupational competency examinations for nationwide use in evaluating trade and industrial education teachers. This first phase of the two-phase project involves: (1) surveying the state of the art, (2) preparing a handbook with guidelines and basic principles, (3) developing and pilot testing written and performance tests in electronics-communications and

the machine trades, and (4) developing the structure for a consortium of states to implement the program. Test validity and reliability will be established in the second phase. The survey of the state of the art shows excessive duplication of effort, lack of coordination, and deficient data, all of which point out the need for a national consortium. Lists of resource materials and organizations are appended. (BH)

ED 051 379 08 VT 012 869
Commuter Job Corps. Final Report.
Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-3046
Pub Date Jun 70
Grant—OEG-4-7-063046-1612
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Commuting Students, *Dropout Rehabilitation, *Dropouts, *Followup Studies, Job Training, Potential Dropouts, Program Effectiveness, *Program Evaluation, Research Coordinating Units, Secondary Education, Vocational Education
Identifiers—Utah
To evaluate the effectiveness of a commuter job corps program, evaluation data were obtained from participants, instructors, administrators, and a control group. Designed specifically for high school dropouts and run in conjunction with the local school districts, this program was evaluated in terms of (1) student retention, (2) return-to-school rate, (3) the employment rate, and (4) grades. Analysis of the data revealed that the commuter job corps program resulted in a retention rate of 50 percent and a summer employment rate of 80 percent. Intuitively, it was concluded that this program should be continued, but it was further noted that better methods of gathering data are needed. (JS)

ED 051 380 VT 012 873
Van de Vanter, Gordon L.
Agricultural Chemical Safety. A Guide to Safe Handling of Pesticides. Teacher's Handbook, Student Manual, and Transparencies.
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date 70
Note—155p.; 1970 Revision
Available from—Vocational Education Productions, California State Polytechnic College, San Luis Obispo, California 93401 (entire package $10.00)
Document Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Safety, Bibliographic Citations, Insecticides, Instructional Materials, *Pesticides, Safety Education, Study Guides, *Teaching Guides, Transparencies
Identifiers—*Agricultural Chemicals
Intended for teachers and students, this agricultural chemical safety package of instructional materials pertaining to the safe handling of pesticides was developed by Vocational Education Productions of California State Polytechnic College. Included are a teachers' handbook, a student manual, and 20 transparency masters. The teachers' handbook is designed to give background information to instructors and to aid them in the coordination of audio-visual aids, teaching aids, and student exercises with the student manual for more effective classroom presentation. A teaching plan, a true-false test, and additional reading materials are included. Topic headings are: (1) Pesticides Are Necessary, (2) Pesticide Laws and Regulations, and (3) Personal Safety When Handling Agricultural Chemicals. (GB)

ED 051 381 VT 012 886
Oaklief, Charles Richard
Junior College Community Service Personnels' Cognition of the Cooperative Extension Service.
Pub Date 70
Note—178p.; Ph.D. Dissertation, Ohio State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-18,062 MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Attitudes, Adult Education, *Community Service Programs, Doctoral Theses, *Extension Education, *Junior Colleges, *Knowledge Level, Social Status
Identifiers—*Cooperative Extension Service
To determine junior college community service personnels' perception of the Cooperative Extension Service, a random sample of 200 community service directors received a questionnaire concerned with: (1) their status, (2) associations with the Extension Service, (3) importance of the Service to their clientele, and (4) understanding and opinions of the Extension Service. Finding limited and inaccurate knowledge about cooperative extension, especially concerning organization and personnel, the study recommends efforts to educate community service personnel and coordinate activities with them. Further study is deemed necessary to determine Extension personnels' perceptions of community service agencies. (BH)

ED 051 382 VT 012 926
Drost, Jim L.
Job Characteristics of Automotive Mechanics In Selected Iowa Dealerships and Garages.
Iowa State Univ. of Science and Technology, Ames.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education.
Pub Date 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auto Mechanics (Occupation), Comparative Analysis, Curriculum Development, Educational Needs, *Employment Qualifications, Interviews, Occupational Information, Rating Scales, Sampling, *Task Analysis, Task Performance, *Trade and Industrial Education, Vocational Education
A study was conducted in the field of auto mechanics under a research grant from the Vocational Education Branch of the Iowa Department of Public Instruction to provide data necessary for future curriculum planning. Objectives included the analysis of the automotive repair field to determine jobs performed, the time spent in major areas, level of training expected, skills and competencies needed, and personal characteristics of mechanics. Thirty-four employees of franchised dealers and six representing the independent repair shops in the state of Iowa were surveyed by personal interviews. Personal data sheets were completed by the 242 automotive service personnel employed in the 40 shops. A 5-point rating scale was used to evaluate the data which is presented in tabular form. The findings indicate that 43 out of the 51 items listed under technical knowledge rated desirable or above, 63 percent of the service managers wanted to hire postsecondary trained mechanics, and of the major divisions, 27 percent of the work was devoted to engine work. It is recommended that this study e utilized in revising programs, and that early education and counseling be provided. (GEB)

ED 051 383 VT 012 936
Baker, John B.
Feasibility Study For Establishing A Training Program For Calibration Technicians.
Jefferson Coll., Hillsboro, Mo.
Spons Agency—Missouri State Dept. of Education, Jefferson City.
Pub Date 70
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, Comparative Analysis, *Electronic Technicians, Employer Attitudes, Feasibility Studies, *Instrumentation Technicians, Interviews, Occupational Surveys, Questionnaires, *Student Interests, *Technical Education
With the proliferation of electronic equipment on the market, this study was conducted to determine the feasibility of training calibration technicians at the college level in the region served by the North-Central Association of Colleges and Secondary Schools. Questionnaires were mailed to 378 supervisors of technical personnel, representing industries in 19 states to determine what they felt employees must know about instruments. Of the 378 questionnaires, 164 were returned in usable form. The second phase of the study was to determine student interest in an electronics calibration program. Fifty-one usable forms, of 158 sent to departmental chairmen in 19 states, were returned and the results tabulated. Findings indicate that there will be an increase of 52.43 percent of electronics calibration technicians over the next 3 years, and that the need for a program on the college level in the north-central region is evident. (GEB)

ED 051 384 VT 012 947
Vocational Rehabilitation Services in a State Penitentiary System. Final Report.
Oklahoma State Penitentiary, Oklahoma City.; Oklahoma Vocational Rehabilitation Service, Oklahoma City.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date 67
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correctional Education, *Correctional Rehabilitation, *Demonstration Projects, *Handicapped, Job Placement, Psychiatric Services, Psychological Services, *State Programs, Vocational Education, Vocational Followup, *Vocational Rehabilitation
Identifiers—Oklahoma Rehabilitation Service
The purpose of this project was to provide total rehabilitation services to a group of handicapped inmates of the State Penitentiary System in order to demonstrate the effectiveness of returning them to society as productive citizens. This was to be accomplished by evaluating the rehabilitation potential of inmates, providing psychological and psychiatric treatment, providing a total vocational rehabilitation program, and providing job placement and followup services. Specific conclusions from the project were that: (1) Many public offenders can be rehabilitated, (2) No hard and fast criteria or cut off points can be specified, (3) Selection procedures for clients from correctional institutions need to be carefully evaluated on a periodic basis, and (4) Long programs of vocational training after the inmate has left the institution are not desirable. After the project, a decision was made to initiate a permanent program of rehabilitation services in the penitentiary. (Author/GEB)

ED 051 385 VT 012 952
Communication and Recruitment Project. Phase I, Final Report.
Compton Community Coll., Calif.
Pub Date 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Career Opportunities, Communication (Thought Transfer), Counselor Functions, *Educational Needs, *Educational Opportunities, Occupational Information, *Recruitment, Student Needs, Unemployment, *Vocational Education
Funded under the Vocational Education Amendments of 1968, this project was conceived to provide occupational counseling on an individual basis in the prospective student's home. The project is planned as a 3-phase, 3-year project. The objectives of Phase I were to develop a unique, individualized approach to the recruitment of students, and to develop a communication package, consisting of a brochure and audio-visual aids for use in student recruitment. The area served by Compton College includes some 241,000 people of which approximately 50 percent are Caucasian, 40 percent Negro, and 9 percent Mexican-Americans. Unemployment in the area is twice the national average and the income by family considerably below the national average. The immediate problem was to communicate the availability of courses and convince individuals of the need for education. The approach was developed by a survey of literature, solicitation of opinions from government and industry leaders, and meetings with students and community representatives. A brochure and audio-visual aids were developed and recruiters were trained. Phase II will field test these materials, and Phase III will evaluate and draw conclusions. (GEB)

ED 051 386 VT 012 979
Proceedings, National Driver Education and Training Symposia.
Institute for Educational Development, New York, N.Y.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date 69

Note—372p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Chief Administrators, *Conference Reports, *Driver Education, *Educational Research, *Program Evaluation, Safety Education, *Symposia, Teacher Educators, Traffic Safety
Identifiers—National Highway Safety Bureau

Two 3-day symposia, one attended by 131 participants from 33 states and the other by 122 participants from 21 states and two Canadian Provinces, were conducted to report the progress of selected driver training programs and to implement recent research findings. Activities included seminar group discussions, a panel discussion, and major presentations, some of which were: (1) "The Mission, Objectives, Organization, and Programs of the National Highway Safety Bureau" by W. Tarrants, (2) "Driver Education and Training: Evaluation Requirements and Suggested Plans" by W. Lybrand, (3) "The Case for Multiple Standards in Driver Training" by W. Rumsfield, (4) "Modern Learning Principles and Driver Education" by R. Gagne, and (5) "Driver Education and the Commercial Driving School" by R. Brenner. Texts and in some cases an abstract of the presentations, seminar and panel reports, and bibliographic sketches of symposia staff are included. (SB)

ED 051 387 VT 013 012
Ahamad, B.
A Projection of Manpower Requirements by Occupation in 1975, Canada and its Regions.
Department of Manpower and Immigration, Ottawa (Ontario).
Pub Date 69
Note—315p.
Available from—Queen's Printer for Canada, Ottawa, Ontario, Canada (Cat. No. MP34-469, $3.50)
Document Not Available from EDRS.
Descriptors—*Economic Climate, *Employment Projections, Foreign Countries, *Manpower Needs, Tables (Data)
Identifiers—*Canada

To improve efficiency in manpower policies and programs, this study explores the effects of economic growth on future manpower requirements in Canada. Projections of occupational employment as a percentage of total employment, employment per unit of output, and the level of output for each of the 12 major industries, were used to project manpower needs for each of the five economic regions of Canada. The projections are extrapolations from past trends, modified to take into account expected future developments. The occupational structure of the labor force is assumed to depend on only the industrial structure of employment and the occupational structure of each industry. Because of the simplifying assumptions, the projections are intended to provide a broad indication of future needs rather than exact predictions. (BH)

ED 051 388 VT 013 017
Schriver, William R. Bowlby, Roger L.
The Effects of Vocational Training on Labor Force Experience. An Analysis of the Tennessee Area Vocational Technical School System.
Memphis State Univ., Tenn. Center for Manpower Studies.
Spons Agency—Tennessee State Dept. of Education, Nashville.
Pub Date Feb 71
Note—149p.
Available from—Vocational Curriculum Laboratory, Box 1114, Murfreesboro, Tennessee 37130
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Vocational Schools, *Cost Effectiveness, *Followup Studies, Job Placement, Program Costs, Program Evaluation, Statistical Analysis, Statistical Data, Student Costs, Student Employment, Student Placement, *Vocational Education

To analyze the differential benefits from vocational training, a study was made involving 1,701 former students selected at random from 19 area vocational-technical schools in Tennessee. Major objectives of the study were to determine: (1) economic justification of vocational training, (2) wage differences among the vocationally trained and non-trained, and (3) internal rates of return to area vocational-technical schools. The data collected from high school records and responses of students to a mail questionnaire were put in tabular form for analysis. Some of the findings included: (1) Vocational training increased labor force participation, reduced unemployment, and increased occupational mobility, (2) Students with the lowest educational ability received the greatest rate of return, (3) Vocational training was beneficial regardless of educational attainment, and (4) Total public rate of return on investments in vocational-training was 6.3 percent while the private rate of return was 13.4 percent. An example of a data form, questionnaire, followup letters, followup cards and records of the public cost of Tennessee Area Vocational-Technical School Program are appended. (AS)

ED 051 389 VT 013 026
Vocino, Thomas And Others
Professional, Administrative, and Technical Manpower in Illinois Local Government.
Southern Illinois Univ., Carbondale.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date 69
Note—214p.
Available from—Publications, Public Affairs Research Bureau, Southern Illinois University, Carbondale, Illinois 62901 ($3.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*City Government, *Employment Projections, Employment Trends, *Government Employees, *Labor Supply, Manpower Needs, *Personnel Needs, Statistical Analysis

In order to fill an information gap regarding the employment of professional, administrative, and technical personnel by local governments, this study developed the methodology to estimate local government manpower supply and demand, and applied this methodology to the Illinois labor force. Occupations for which the needs are critical were projected through 1975, on the basis of a questionnaire survey of local government officials. For each of 100 occupations involved in performing 13 functions of local governments, local officials were asked to provide information on salary, education, projected needs, and recruitment difficulties. A sample questionnaire and a description of the regression and the data are appended. (BH)

ED 051 390 VT 013 052
Vocational Education and Training Under a Comprehensive Manpower Policy. Proceedings of a Conference, May 13 and 14, 1970.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Pub Date 71
Note—104p.
Available from—Center for Studies in Vocational and Technical Education, 4315 Social Science Building, University of Wisconsin, Madison, Wisconsin 52706 ($3.00, plus $.12 postage)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Conference Reports, *Educational Legislation, *Federal Legislation, *Manpower Development, Manpower Needs, *Vocational Education

Twenty persons representing vocational education, the Labor Department, Congress, universities, business, and industry attended a conference designed to discuss the applicabilities of legislative proposals for a comprehensive manpower training program. Presentations included: (1) "Problems of Decentralization and Block Grants" by William B. Hewitt, (2) "An Evaluation of the New Manpower Legislation" by William R. Bechtel, (3) "Problems and Prospects of a Coordinated Working Relationship" by Clarence Greiber, (4) "Absolute Poverty, Relative Poverty, and the Task of Manpower Training Programs" by Michael C. Barth, and (5) "Implications for Political Responsibility and Public Policy" by William A. Steiger. Recommendations related to such matters as: (1) integration of the multiple manpower programs, (2) decentralization of manpower programs, (3) cooperation between vocational education and the Labor Department, and (4) role of state and federal governments in manpower training. (AS)

ED 051 391 VT 013 115
Guidelines for Developing Programs in Agricultural Education for the 1970's.
Spons Agency—Office of Education (DHEW), Washington, D.C. Division of Vocational and Technical Education.
Pub Date Sep 70
Note—29p.; Developed for presentation at the American Vocational Association Conference (Dallas, Tex., December 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Programs, *Agricultural Education, Community Colleges, Educational Planning, Educational Research, *Guidelines, Junior Colleges, Post Secondary Education, *Program Administration, *Program Development, Program Planning, Secondary Schools, State Supervisors, Teacher Educators, *Technical Education

Designed as a guideline for secondary schools, postsecondary vocational technical schools, adult programs, and 2-year colleges, this material should be of assistance to all persons responsible for implementing and administering new and ongoing programs in agricultural education. Preparation of the guidelines was initiated at a national Office of Education seminar involving agriculture supervisors and teacher educators and they were later refined by committees and consultants. The primary objectives are to: (1) provide information enabling state directors of vocational agriculture and staffs of agricultural education to examine their role in initiating, administering, and coordinating local programs, (2) improve the education and training programs of students preparing for occupations in agriculture, (3) assist in developing special and innovative agricultural career programs, (4) develop agricultural programs for disadvantaged and handicapped, (5) improve the efficiency of the agricultural industry by helping develop competence and leadership of its manager and employees, and (6) strengthen ancillary services. These guidelines should be expanded and adapted for each state program. (GB)

ED 051 392 VT 013 119
Buttery, William Albert
A Comparative Study of the Evaluation of Collegiate Cooperative Education Coordinator Functions.
Pub Date Jun 71
Note—136p.; Ed.D. dissertation; Arizona State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Attitudes, Administrator Role, College Programs, *Cooperative Education, *Cooperative Programs, *Coordinators, Doctoral Theses, *Employer Attitudes, Industrial Training, Industry, Job Satisfaction, School Industry Relationship, Statistical Analysis, Surveys

The purpose of this study was to determine whether or not collegiate coordinators evaluated their coordinating functions the same as the corporate coordinators with whom they worked. A graphic rating scale, utilizing the 14 functions developed by Seaverns, was validated by a panel of experts and by a pilot study group and was then sent to 90 collegiate coordinators and 100 corporate coordinators for data collection. Forty-nine of the collegiate coordinators and 40 of the corporate coordinators returned the completed form, and the results were analyzed in nonparametric descriptive form. The collegiate coordinators exhibited considerable trouble in ranking the 14 functions and there appeared to be little agreement among them, while the corporate coordinators tended to experience less problems when ranking the functions but still exhibited little agreement among themselves. A recommendation was that national committee work should continue to seek ways of improving the cooperative efforts of industry and education to make cooperative education plans more effective and efficient. (GEB)

ED 051 393 VT 013 193
Convention Proceedings Digest (New Orleans, Louisiana, December 4-9, 1970).
American Vocational Association, Washington, D.C.
Pub Date Dec 70
Note—308p.
Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order number 39571, $2.50, Single copies available)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Adult Vocational Education, *Conference Reports, Educational Policy, *Educa-

tional Programs, Educational Research, *Guidance Programs, Post Secondary Education, Secondary Education, *Teacher Education, *Vocational Education

To provide current information on vocational education, proceedings of the 1970 American Vocational Association Convention were prepared by recorders appointed for each area. Sections are: (1) General Sessions, (2) Awards and Citations, (3) House of Delegates, (4) Program of Work and Policy Resolutions, (5) Departments of Adult, Postsecondary, Secondary, and Teacher Education, (6) Departments of Research, Administration, Evaluation, and Supervision, (7) Educational Divisions of Agriculture, Business and Office, Distribution, Home Economics, Industrial Arts, Technical, and Trade and Industry, (8) Divisions of New and Related Services, including Guidance, Health Occupations Education, Manpower, Research and Vocational and Instructional Materials, (9) Related Groups and Organizations, and (10) A listing of architectural, commercial, and educational exhibits. (AS)

ED 051 394 VT 013 203

Samson, Harland E.

The Nature and Characteristics of Middle Management in Retail Department Stores.

Wisconsin Univ., Madison. School of Education.

Pub Date 69

Note—190p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Distributive Education, *Employment Opportunities, Employment Projections, Employment Qualifications, Job Analysis, *Management Development, Managerial Occupations, Manpower Development, Manpower Needs, Occupational Surveys, *Post Secondary Education, *Retailing, *School Role

Developed out of a concern for the role post-secondary education should play in middle management development, this report presents an exploratory study of those factors influencing the nature and characteristics of middle management in the retail department store. The research involved personal interviews with retail department store executives and middle managers in the East North Central Region of the United States and sought answers to questions such as "What kind of education?" and "What is the appropriate source of education?" The findings of this research provide new insights and important clues concerning the characteristics, educational needs, duties, and projected needs for retail middle managers. The six chapters of this report include information on (1) the dynamics of retailing, (2) the functions performed by retail firms, (3) the functions of middle management, (4) the description of middle managers, (5) ideal source of training, and (6) middle management needs. The report includes 67 tables and a comprehensive appendix of supporting data. (Author/JS)

ED 051 395 VT 013 207

Perrella, Vera C.

Work Experience of the Population in 1968.

Bureau of Labor Statistics (DOL), Washington, D.C. Div. of Labor Force Studies.

Report No—SR-115

Pub Date 70

Note—40p.; Reprint

Available from—Bureau of Labor Statistics, Dept. of Labor, Washington, D.C. 20212 (Single copies available)

Journal Cit—Monthly Labor Review; February 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Census Figures, *Employment Level, *Employment Statistics, Labor Economics, *Labor Market, *Manpower Utilization, National Surveys, *Work Experience, Youth Employment

Prepared for the Bureau of Labor Statistics by the Bureau of the Census, this report is the 10th in a series of documents on the work experience of the population. The report examines the movements into and out of the labor force as revealed through the 1968 work experience survey and provides a capsule analysis of employment of married men, married women, and teenagers. In addition, the report includes definitions of terms and a series of 27 tables on such topics as the extent of unemployment by age, sex, and color. A major finding of the survey was that 8 out of 10 heads of households worked year around full time. (JS)

ED 051 396 VT 013 212

Sellers, Walter E., Jr.

Labor Used on U.S. Farms, 1964-1966.

Economic Research Service (DOA), Washington, D.C.

Report No—Stat-Bull-456

Pub Date Oct 70

Note—27p.; 1970 Revision

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A 1.34:456/2, $.30)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Agricultural Laborers, Agricultural Production, Agriculture, *Farmers, *Farm Labor, *Farm Labor Supply, *Manpower Utilization, Occupational Surveys, Seasonal Laborers, Statistical Data, *Statistical Surveys

Such factors as type of farm, farm production region, and farm size affect the percentage of farms hiring workers, the number of hours worked by hired workers, the length of the farm workweek, and the hours of labor used per $100 of sales. Labor costs and shortages most directly affected farms that sold $20,000 or more of farm products in 1964 and 1966. In 1966, these farms produced 68 percent of all farm products sold and used 68 percent of all man-hours of hired labor. Yet the farm family was the major source of manpower in both years. Regular hired labor was important on farms with $40,000 or more in sales and a major source of hired manpower for dairy and livestock operations. Workweeks were shortest for tobacco farmers, longest for dairy farmers and livestock ranchers. To produce $100 of sales, more labor was used on small farms, particularly tobacco farms, than on large farms in both 1964 and 1966. Data in this report were derived from information obtained in two Pesticide and General Farm Surveys conducted by USDA's Economic Research Service on 1964 and 1966 farm operations. This report presents data for farms having sales of $5,000 or more. (Author)

ED 051 397 VT 013 220

Occupations of Federal White-Collar Workers.

Civil Service Commission, Washington, D.C. Manpower Statistics Div.

Report No—Pamph-SM-56-08

Pub Date 31 Oct 68

Note—167p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS1.48:SM56-08, $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Employment Patterns, *Employment Statistics, *Employment Trends, Federal Government, Manpower Utilization, *Occupational Information, Overseas Employment, Salaries, Salary Differentials, Tables (Data), *White Collar Occupations

This compilation of information about white-collar personnel employed full-time by the Federal Government in 1968, is intended to assist in analyzing and evaluating manpower utilization and requirements, and in determining policies concerning national manpower resources. It should serve as a basic reference for guidance, counseling, or other personnel concerned with matching jobs and people. The data on occupations, salaries, and employer agencies, etc. are contained in 12 tables. Summary highlights include: (1) Of the 2,093,610 Federal civilian white-collar workforce, over 94 percent were employed full-time in over 450 occupations and 34 percent were women, (2) Postal operations was the largest of all occupational groups, and the 585,838 postal employees accounted for 30 percent of the total group, and (3) Over 80 percent of all full-time white-collar personnel working in the United States (exclusive of the Washington, D.C. area) and 55 percent of those working the D.C. area are concentrated in six major employer agencies--Post Office, the military services, Veterans Administration, Agriculture, Treasury, and Health, Education and Welfare. (RR)

ED 051 398 VT 013 221

Cooperative Day of Planning II.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 2 May 70

Note—40p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (2nd, Washington, D.C. May 1-2, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, *Cooperative Planning, Educational Planning, Educational Problems, National Organizations, *Planning Meetings, *Program Planning, Speeches, State Agencies, *Vocational Education

Identifiers—*National Advisory Council on Vocational Education

The Second Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on May 1-2, 1970. Attended by representatives of all 50 states, the District of Columbia, and Puerto Rico, the meeting dealt with the Councils' mutual activities and problems. Of particular importance to the assembled group were resolutions setting goals for evaluations by State Councils, clarifying the independent status of the Councils, and requesting early funding for education programs. This report summarizes the main areas of concern of the meeting and includes texts of all major resolutions dealt with, as well as summaries of the discussion on them. Finally, the report includes the texts of the speeches delivered at the meeting and selections from the questions following each speaker's remarks. (GB)

ED 051 399 VT 013 222

Cooperative Day of Planning III.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 7 Nov 70

Note—47p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (3rd, Washington, D.C., November 6-7, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, *Cooperative Planning, Educational Planning, Educational Problems, National Organizations, *Planning Meetings, *Program Planning, Speeches, State Agencies, *Vocational Education

Identifiers—*National Advisory Council on Vocational Education

The Third Joint Meeting of the State and National Advisory Councils on Vocational Education was held in Washington, D.C. on November 6-7, 1970. Attended by representatives of 47 states, the meeting dealt with mutual activities and with legislation affecting vocational education. Special attention during the meeting was focused on proposed manpower legislation, regional activities, innovative projects, relationships with state agencies and community projects, and the National Council's public information project. This report summarizes the main areas of concern, and includes texts of all major resolutions and speeches. (GB)

ED 051 400 VT 013 223

Career Ladders in Environmental Health (Supplement).

Erie Community Coll., Buffalo, N.Y.

Spons Agency—New York State Education Dept., Albany.

Report No—VEA-70-2-386

Pub Date 70

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Ladders, Career Planning, Community Colleges, *Course Descriptions, *Curriculum Guides, Educational Objectives, *Environmental Education, Health Occupations Education, Junior Colleges, Post Secondary Education, *Sanitation

This supplementary document contains career ladders that have been designed to enable post secondary students to prepare for entrance into environmental health occupations at a level commensurate with their abilities where they will be capable of meaningful contributions and can obtain advanced standing in employment. Contents are: (1) Food Sanitation, (2) Environmental Health Seminar I, II, (3) General Sanitation, (4) Milk Sanitation, and (5) Sanitary Chemistry. These course outlines consist of main topics, number of lecture periods, objectives, reference citations and other related information. This document is a supplement to "Career Ladders in Environmental Health," a previously processed document available as ED 047 097. (GB)

ED 051 401 VT 013 255
Family Life: Literature and Films. An Annotated Bibliography.
Minnesota Council on Family Relations, Minneapolis.
Pub Date 70
Note—204p.
Available from—Minnesota Council on Family Relations, 1219 University Avenue Southeast, Minneapolis, Minn. 55414 ($3.65)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adolescents, Adults, *Annotated Bibliographies, Children, Educational Resources, Family Life, *Family Life Education, Marriage, Older Adults, Parent Child Relationship, *Resource Guides, Sex Education, Social Problems
This annotated bibliography was prepared by the Minnesota Council on Family Relations and provides useful past as well as current and innovative materials about marriage and family living. The numerous books, pamphlets, periodical articles, and audio-visual materials are organized under three major sections: (1) The American Family: Theoretical, Historical, and Subcultural Perspectives, (2) Human Sexuality and Sex Education, (3) Adolescence, (4) Looking Toward Marriage, (5) Married Living, (6) Parent-Child Relationships, (7) Middle and Later Years, (8) Family Life Education: Philosophy and Methodology, and (9) Social Problems. Descriptive information introduces each section and entries are arranged alphabetically by author under various sub-headings. Entries include author, title, publication information, pagination, and brief annotation. A listing of publishers and sources for materials and an author index are appended. (SB)

ED 051 402 VT 013 258
Cushing, Nelson Norman
Comparison of Super 8mm Silent Film Loops Presentation Versus Live Presentation for Teaching Machine Operations.
Pub Date Jun 71
Note—220p.; Ed.D. dissertation; Arizona State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Doctoral Theses, *Experimental Teaching, Industrial Arts, *Instructional Films, *Machine Tool Operators, Metals, Post Testing, Pretests, Statistical Analysis, *Teaching Techniques, Vocational Education
The purpose of this study was to compare the teaching of machine operations using Super 8mm Silent Film Loops presentations with live presentations. Specific objectives were to determine if film loops are an effective technique for teaching machine operations, to determine the possibility of using them to keep education abreast of technological change, and to individualize instruction. The investigator developed a course of study, daily lesson plans, 52 film loops, and a presentation schedule for use in two randomly selected general metals classes. The method used was a parallel equated-group-rotational design, and the statistical treatment involved the Fisher's t-test, the Mann-Whitney U-test, the Mean, and Chi Square. Conclusions were that the techniques of instruction did not have a significant effect on the immediate achievement of knowledge, the retention of knowledge, or on the individual assistance required of the instructor when instructor-produced films were used. It did have a significant effect on amount of instructor assistance when commercial films were used and students considered instructor films superior to commercial films. It was concluded that film presentations are effective for teaching machine operations. (GEB)

ED 051 403 VT 013 262
Smith, W. Harley And Others
The Maryland Plan. The Junior High School Program in Industrial Arts.
Maryland Univ., College Park. Dept. of Industrial Education.
Pub Date 70
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Developmental Tasks, Educational Environment, *Educational Innovation, Educational Objectives, *Industrial Arts, *Industrial Technology, *Junior High Schools, Research Opportunities
Identifiers—Maryland Plan
This brief publication conveys the thinking, concerns and rationale behind the Maryland Plan for a junior high school industrial arts program. A development model begins with the aims of education in a democracy and extends through proposed outcomes. Specific roles for the teacher are to assist students in the development of skills and techniques, to promote increased resourcefulness on the part of students, and to guide students who need assistance in the solution of problems. Points that are presented, including a limited amount of discussion are: (1) Developmental tasks, (2) Points for emphasis, (3) Student opportunities, (4) Teacher roles and characteristics, and (5) Content sources. The unit for Grade 7 is the anthropological study of technology, for Grade 8 it is the contemporary study of industry, and for Grade 9 the contemporary study of industry and technology. (GEB)

ED 051 404 VT 013 272
Tomorrow's Manpower Needs. National Manpower Projections and a Guide to Their Use as a Tool in Developing State and Area Manpower Projections.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Suppl-2
Pub Date 70
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Projections, Employment Statistics, *Manpower Needs, *Research Methodology, Tables (Data)
This report provides employment by industry for 1960 and 1969, with projections for 1975. The second part of the report presents guidelines for developing state and area employment estimates for 1960 and 1975. The report concludes with a discussion of labor supply and demand and their interrelationship. This supplement presents revised employment projections superseding the data in earlier volumes, which are available as ED 032 398-032 401. (BH)

ED 051 405 VT 013 300
Emergency Medical Services; Recommendations For An Approach To An Urgent National Problem.
American Academy of Orthopaedic Surgeons, Chicago, Ill.; American Coll. of Surgeons, Chicago, Ill.
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date May 69
Note—82p.; Proceedings of the Airlie Conference on Emergency Medical Services (Warrenton, Va., May 5-6, 1969)
Available from—American College of Surgeons, 55 East Erie Street, Chicago, Illinois 60611
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Emergency Squad Personnel, Health Occupations Education, Health Services, Job Training, *Manpower Needs, *Medical Services, Paramedical Occupations, *Program Development, Transportation, Vocational Education
Medical technicians such as ambulance attendants must be trained to administer life-saving measures to the acutely ill and injured and transport them safely to a medical facility. Thus, the purpose of this conference was to bring together, for a discussion of all aspects of emergency medical services, representatives of all those groups which are currently involved in efforts to improve these services. The conference also sought to formulate some basic definitions of emergency care, and to establish workable guidelines for rendering emergency services. The materials collected in these Proceedings have been agreed upon by the participants and represent a multi-disciplinary initial effort to meet the requirements of today, and to plan for the future. The 11 papers presented at the conference included: (1) "An Overview of the Planning, Organization and Management of Ambulance Services" by Joseph Owen, (2) "The Efficient City Emergency Medical System-Myths and Reality" by John Waters, (3) "Training Emergency Medical Technicians" by J. D. Farrington, (4) "Training Aids" by Walter Hoyt, and (5) "Registration, Certification, and Re-Certification of Ambulance Attendants" by Peter Safar. (Author/JS)

ED 051 406 VT 013 301
Benson, Howard O. And Others
Texas Law Enforcement Inservice Training: A Survey and Manual for Improvement of Inservice Training.
Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.
Pub Date [70]
Note—120p.; Criminal Justice Monograph, Vol II, No 3
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Programs, *Law Enforcement, *Manuals, *Police, *Program Development, Program Planning, State Surveys, Vocational Education
This document is both a survey of inservice training practices for police officers in the State of Texas and a manual for use in the training and education of police officers. The survey indicates that continuous training for Texas peace officers is far from sufficient while the manual provides information on developing and improving inservice training programs. Specific chapters are: (1) Police Training in Texas, (2) Police Training and Education, (3) Planning Inservice Training, (4) Departmental Police Training, and (5) Conclusions and Recommendations. Supplemental data are appended. (JS)

ED 051 407 VT 013 312
Daugherty, Ronald D. And Others
Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Volume I, Introduction.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date Dec 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Projections, Federal Laws, Government Employees, *Manpower Needs, *Occupational Information, State Programs, *Traffic Safety, *Transportation
This first volume of a four-volume report on highway safety activities describes the relevant federal laws, provides descriptions, projects safety specialist manpower needs and supply through 1977, and evaluates the adequacy of training capacity. Field visits were made to each state to gather state estimates, as well as maximum and minimum requirements of future manpower needs. The findings show that present employment falls short of the minimum and will surpass the minimum only slightly by 1977. Volumes II-IV are available as VT 013 313-013 315 in this issue. (BH)

ED 051 408 VT 013 313
Daugherty, Ronald D. And Others
Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Volume II.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date Dec 70
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Guides, Driver Education, *Educational Needs, *Government Employees, Inspection, *Manpower Needs, Motor Vehicles, Occupational Information, State Programs, Traffic Regulations, *Traffic Safety, *Transportation
This second volume of a four-volume report covers manpower needs in motor vehicle inspection and registration, motorcycle safety, driver education, driver licensing, traffic court, and codes and laws. Aspects of training such as staffing, student recruitment, enrollments, facilities, equipment, and curriculum are discussed. Course outlines are appended. This volume is part of a series on highway safety activities available as VT 013 312-013 315 in this issue. (BH)

ED 051 409 VT 013 314
Daugherty, Ronald D. And Others
Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Volume III.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date Jan 71
Note—146p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Guides, *Educational Needs, Emergency Squad Personnel, *Government Employees, Highway Engineering Aides, *Manpower Needs, Occupational Information, State Programs, Technical Education, Traffic Accidents, *Traffic Safety, *Transportation, Vocational Education
Identifiers—*Drinking Drivers
Part of a four-volume study on highway safety activities, this report describes the need for breath examiners, accident investigators, emergency medical technicians, and highway engineering personnel. Training needs are discussed, in the context of curriculum, staffing, student recruitment, facilities, equipment, enrollment, and national objectives. Course outlines are appended. This volume is one of a series available as VT 013 312-013 315. (BH)

ED 051 410 VT 013 315
Daugherty, Ronald D. And Others
Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Volume IV.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date Jan 71
Note—178p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Guides, *Educational Needs, *Government Employees, *Manpower Needs, Occupational Information, State Programs, Traffic Control, *Traffic Safety, *Transportation
This final volume of a four-volume study considers the need for personnel for traffic control, police traffic services, pedestrian safety, school bus safety, and debris hazard control and cleanup. Training requirements to meet national objectives are discussed, in terms of curriculum, staffing, student recruitment, facilities, equipment and enrollment. Course outlines are appended. This volume is one of a series on highway safety activities available as VT 013 312-013 315 in this issue. (BH)

ED 051 411 VT 013 321
Safety Specialist Manpower, Manpower Requirements, Volume I.
Booz Allen and Hamilton, Inc., Washington, D.C.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date 14 Oct 68
Note—613p.
EDRS Price MF-$0.65 HC-$23.03
Descriptors—*Employment Projections, *Government Employees, *Manpower Needs, Occupational Information, *State Programs, Tables (Data), *Traffic Safety
As part of a four-volume study of manpower for state highway safety programs over the next decade, this first volume deals with manpower requirements, according to types and numbers of needed safety specialists. Interviews conducted during field visits to all 50 states provided state estimates, and provided data for calculating estimates of maximum and minimum requirements. To make the data comparable, 36 generalized job descriptions are presented, along with a table of equivalencies matching individual states' job titles with the generalized job groupings. State estimates indicate an increase in national requirements to 95,000 by 1977, compared to the present employment of 65,000 specialists. Alternative estimates of maximum and minimum requirements in 1977 are 250,000 and 87,000, respectively. The job of the study, including manpower resources, training, and conclusions, is available as VT 013 322-013 323. (BH)

ED 051 412 VT 013 322
Safety Specialist Manpower, Manpower Resources. Volumes II and III.
Booz Allen and Hamilton, Inc., Washington, D.C.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date 14 Oct 68
Note—279p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Programs, Educational Supply, *Employment Projections, *Enrollment Projections, Government Employees, Labor Supply, *State Programs, Student Enrollment, Tables (Data), *Traffic Safety, Transportation
These second and third volumes of a four-volume study of manpower in state highway safety programs over the next decade estimate manpower resources by state and in national aggregate and describe present and planned training programs for safety specialists. For each educational level, both total manpower and manpower actually available for government employment are projected. Highway safety courses and curriculums are inventoried, including enrollment projections for each program. Training capacity is estimated. Volume I, which estimates manpower needs, and Volume IV, conclusions and recommendations, are available as VT 013 321 and VT 013 323. (BH)

ED 051 413 VT 013 323
Safety Specialist Manpower Conclusions and Recommendations, Volume IV.
Booz Allen and Hamilton, Inc., Washington, D.C.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date 14 Oct 68
Note—556p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—*Educational Needs, Educational Supply, *Government Employees, Labor Supply, *Manpower Needs, *State Programs, *Traffic Safety
This final volume of a four-volume report on highway safety manpower includes conclusions and recommendations regarding prospects for staffing individual programs, with emphasis on the adequacy of both manpower resources and training capacity. The data indicate that reaching maximum staffing levels by 1977 is unlikely, although minimum levels probably can be achieved. The study highlights the need for expanded refresher training for high school skill level jobs and both post-recruitment and refresher training for college skill level jobs. The report recommends the development of a plan for state action in safety manpower, with guidance and funding by the National Highway Safety Bureau. The first three volumes of the report are available as VT 013 321 and VT 013 322. (BH)

ED 051 414 VT 013 328
Bachman, Jerald G.
Youth in Transition. Volume II, The Impace of Family Background and Intelligence on Tenth-Grade Boys.
Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—293p.
Available from—Publications Division, Institute for Social Research, University of Michigan, 426 Thompson St., Ann Arbor, Michigan 48106 ($5.00 paper; $7.00 cloth)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Science Research, Environmental Research, *Family Background, Grade 10, *Individual Characteristics, Intelligence, Interaction Process Analysis, Interviews, *Longitudinal Studies, Males, National Surveys, Personality Studies, Questionnaires, *Socioeconomic Background
Identifiers—Youth in Transition Project
This is the second volume in a series that documents the Youth in Transition project, a national longitudinal study of about 2,200 10th grade boys in public schools. This document deals with family background factors and abilities as they relate to a variety of personality characteristics, behaviors, and plans for the future. Major units include: (1) Dimensions of Family Background, (2) Interrelationships Among Background Characteristics, (3) Intellectual Aptitudes and Abilities, (4) Self-Concept of School Ability, (5) Motives, (6) Self-Esteem, and Other Affective States, (7) Values and Attitudes, (8) Behaviors, and (9) College Plans and Occupational Aspirations. The conclusions indicate that the socioeconomic level is perhaps the most important of the family background measures, and that the family background factors influence intelligence and job information. Extensive appendixes, illustrative figures and tables, and a bibliography are included. Volume one is available as ED 026 463. (GEB)

ED 051 415 VT 013 331
Chorness, Maury H. And Others
The Feasibility of Establishing Highway Safety Manpower Development and Research Centers at University-Level Institutions. Final Report, Volume I: Study Report.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Report No—SRI-Proj-7386
Pub Date Jul 69
Note—344p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Educational Development, Educational Needs, *Feasibility Studies, Guidelines, Job Skills, Job Training, *Manpower Development, Program Administration, Program Development, Program Evaluation, *Research and Development Centers, Research Proposals, *Safety, Site Analysis, Site Selection, *Transportation
Identifiers—*Highway Safety
To examine the feasibility of establishing Highway Safety Manpower Development and Research (HSMDR) Centers at university-level institutions which would produce three types of manpower--safety specialists, safety professionals, and research manpower, previous National Highway Safety Bureau research studies and approximately 50 federally funded education, training, and research programs were reviewed. This document, the first of a 2-volume report, contains results and recommendations of the feasibility study in these chapters: (1) Skills and Disciplines Required for Highway Safety Manpower Development, (2) Alternative Strategies for Establishing HSMDR Centers, (3) Criteria for the Selection of Candidate Universities, (4) Identification of Candidate Universities, (5) Results of Discussions with University Representatives on the Establishment of Centers, (6) Guidelines for the Administration and Operation of Centers, (7) Evaluation Plan, (8) A General Plan for Program Controls, (9) Congressional Justification for the Establishment of Regional Pilot Centers, and (10) Preparation of a Request for Proposal for the Establishment of Regional Pilot Centers. Several data tables and other study materials are available in Volume II (VT 013 332) in this issue. (SB)

ED 051 416 VT 013 332
Chorness, Maury H. And Others
The Feasibility of Establishing Highway Safety Manpower Development and Research Centers at University-Level Institutions. Final Report, Volume II: Appendixes.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Report No—SRI-Proj-7386
Pub Date Jul 69
Note—153p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Development, Educational Needs, *Feasibility Studies, Job Skills, *Manpower Development, Program Administration, Program Development, *Research and Development Centers, *Safety, Site Analysis, Site Selection, Tables (Data), *Transportation
Identifiers—*Highway Safety
This document, the second of a 2-volume report, contains appendixes of data tables and other study materials relating to the feasibility of establishing Highway Safety Manpower Development and Research Centers. Appendixes are: (1) Skills and Disciplines Required for Highway Safety Education and Training, (2) Development of Program Strategy for the Placement of Centers, (3) Criteria for Selection of Candidate Universities, (4) Identification of Candidate Universities, and (5) Visits to Candidate Universities. Volume I is available as VT 013 331 in this issue. (SB)

ED 051 417 VT 013 336
Sada, Pablo Maria
Guidelines For Implementation of Industrial Programs For Proposed Community Colleges in Venezuela.
Pub Date Sep 71
Note—259p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, Administrative Principles, *Community Colleges, Educational Improvement, Foreign Countries, *Guidelines, *Industrial Education, Interviews, Questionnaires, Statistical Analysis, *Vocational Education
Identifiers—*Venezuela

The purpose of this study was to examine selected industrial education departments and programs of the community colleges in the United States, and to draw some beneficial implications for the establishment of the proposed community colleges in Venezuela. The procedure involved a review of the literature, the construction of a questionnaire, and an analysis of the data. The questionnaire was divided into the areas of organization, structure, articulation procedures, and financial sources of industrial education programs, and served as a guide for personal interviews. Specific findings were: (1) the state legislatures considered an independent state-level agency best for administration and guidance, (2) the internal organizations of the colleges consist of five administrational levels, (3) a desirable situation is to have an organization dean responsible for the vocational-technical educational programs, and (4) there is a need to change the Venezuelan educational system. Recommendations include: (1) organization of the community colleges under a national structure, and (2) special emphasis on the flexibility of the industrial programs. (GEB)

ED 051 418 VT 013 364
Lindahl, Donald Gene
Commonalities in the Professional Education Competencies of Selected Community College Vocational Instructors.
Pub Date Jun 71
Note—95p.; Ed.D. Dissertation, Oregon State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Ability Grouping, *Community Colleges, *Doctoral Theses, Educational Guidance, *Educational Research, Factor Analysis, Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education Teachers

To determine the nature of common professional education competencies of community college vocational teachers, 160 teachers from four western states and from program areas of agriculture, health, home economics, and service occupations were administered a professional education competency questionnaire. Analysis of data revealed that there was no significant difference among the mean scores for community colleges and that commonality existed in terms of responses to competency items. The most important competencies were those relating to instructional management, such as teaching and guidance strategies, while lowest ranking competencies were those relating to program management, including interpretation of history, philosophy, requirements, and laws dealing with education. The generated commonalities indicate that community college vocational teachers, regardless of program area, state, or college, need proficiency in a common core of performance-based professional education competencies. (Author/SB)

ED 051 419 VT 013 370
Gunderson, Orley Donald
A Factor Analysis of Professional Education Competencies and Community College Instructors of Trade and Industrial Education.
Pub Date Jun 71
Note—96p.; Ed.D. Dissertation; Oregon State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Ability Grouping, *Ability Identification, Analysis of Variance, *Community Colleges, Comparative Statistics, Factor Analysis, Individual Differences, National Competency Tests, Questionnaires, Statistical Analysis, *Teacher Characteristics, *Trade and Industrial Education, *Trade and Industrial Teachers

The purposes of this study were to determine the common professional competencies needed by community college instructors of trade and industrial education, to determine resemblances of the instructors according to the 99 professional competencies, and to determine differences in the colleges according to the competencies. The data were collected by a questionnaire survey, and the population included 40 community colleges located in four states. A sample of 160 instructors was randomly selected from colleges. The data were analyzed by utilizing analysis of variance and factor analytic techniques. Findings indicated that the instructors resembled one another with regard to values assigned to professional education competencies, that they are not so complex or diverse as had been assumed, that there were no differences among community colleges except in one competency, which was attributed to chance and that the competencies of the instructors which clustered in four factors were meaningful. (Author/GEB)

ED 051 420 24 VT 013 372
Viernstein, Mary Cowan
The Extension of Holland's Occupational Classification to All Occupations in the Dictionary of Occupational Titles.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-100
Bureau No—BR-6-1610
Pub Date Apr 71
Grant—OEG-2-7-061610-0207
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, Career Planning, *Classification, *Occupational Guidance, Occupational Information, *Occupations, Personality Theories, *Vocational Counseling
Identifiers—Dictionary of Occupational Titles, DOT, Holland Occupational Classification

Two methods are presented for extending Holland's occupational classification to include all occupations in the Dictionary of Occupational Titles (DOT). Holland's classification is based on a theory of personality types, with occupations in the classification organized into major categories (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) and subcategories using the same concepts. The two conversion methods enable translation from any DOT occupational code (a six digit number) into the corresponding Holland Occupational code. The first method is essentially an application of Bayesian statistics to 399 occupations in Holland's Occupational Classification, while the second method was developed by using the definitions of each DOT group (first three DOT digits) and assigning the Holland code which seems theoretically consistent with the DOT definition. Testing and comparisons with four occupational samples revealed that Holland's classification could be extended to all DOT occupations. (Author)

ED 051 421 24 VT 013 373
Coleman, James S.
A Flow Model for Occupational Structures.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-101
Bureau No—BR-6-1610
Pub Date May 71
Grant—OEG-2-7-061610-0207
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Experience, Measurement Techniques, *Models, Occupational Choice, *Occupational Mobility, Policy Formation, *Race Relations, *Social Mobility, *Social Systems, Work Experience

This paper develops a model for the analysis of occupational history data as a contribution toward the development of a system of social accounts. The model is designed to examine the flow of men, throughout their lives, through the occupational structure. Using retrospective life history data collected from a sample of black and white men, the model treats men at age 13 as inputs into different statuses in education and the labor force, including the military, and examines changes through age 39. In addition, hypothetical experiments are carried out via the model to find the occupational distribution of blacks if their particular educational and occupational experiences are modified to correspond to those of whites. The results of these experiments suggest the general utility of the model both for policy formulation and the scientific study of occupational changes. (Author)

ED 051 422 VT 013 392
Harder, Jacob David
Institute and Individualized In-Service Education Programs Designed to Orient Teachers to an Industrial Arts Curriculum.
Pub Date 70
Note—317p.; Ed.D. dissertation, Wayne State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan, 48106 (Order No. 71-17, 270, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Effective Teaching, *Industrial Arts, Industrial Education, *Inservice Programs, *Inservice Teacher Education, Post Testing, Pretests, Program Costs, Program Evaluation, Statistical Analysis, *Teacher Orientation

This study was developed to determine whether differences in teaching effectiveness resulted from two types of in-service education programs designed to orient beginning teachers to an industrial arts curriculum. The programs and evaluation instruments were based on three objectives: (1) To help teachers to learn the objectives and content of the course, (2) To help them grow in teaching proficiency, and (3) To help them grow professionally. The instruments that were developed are: (1) the Teacher Assessment Inventory, and (2) the Supervisor's Observation Instrument. The subjects were randomly selected to form three groups and were given the pretest. One group received a 4-day orientation institute, one received two visits from the industrial arts supervisor and a monthly mailing of information, and the third group was a control group. After a 5-month period, a posttest was administered. The conclusion was that on the basis of performance measured and the concomitant outcomes, the contributions made by both programs had increased teacher effectiveness and were directly related to costs. (Author/GEB)

ED 051 423 VT 013 419
Bockman, David Carl
The Effectiveness of Programed Instruction Versus the Lecture-Discussion Method of Teaching Basic Metallurgical Concepts.
Pub Date 71
Note—254p.; Ed.D. Dissertation; University of Northern Colorado
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—College Students, Comparative Analysis, Doctoral Theses, *Industrial Arts, Instruction, *Lecture, *Metallurgy, *Programed Instruction, *Teaching Methods

The purpose of this study was to compare the conventional lecture-discussion method and an illustrated programed textbook method when teaching a unit of instruction on the basic concepts of metallurgy. The control group used a portion of a conventional textbook accompanied by lecture, chalkboard illustration, and class discussion. The experimental group received their instruction solely from four illustrated programed textbooks. The data were obtained from 124 college students enrolled in lower division metals classes in the Industrial Arts and Technology Department at Fresno State College in California. Homogeneity of the classes used was determined by a standardized criterion test. The classes were then divided into two groups by arbitrarily assigning a method of instruction to each class. The null hypothesis that there were no significant differences between the two teaching methods was not accepted on the basis of the analysis of the pretest and posttest scores. However, the differences between the groups became negligible 5 weeks after the conclusion of the experiment. Conclusions indicate that programed instruction is as effective as conventional teaching techniques and schools should make use of programed instruction. In addition, programed instruction can provide solutions to problems of teaching groups with widely varying ability groups. (Author/GB)

ED 051 424 VT 013 421

Hyder, Carroll Ray

An Assessment of the Effectiveness of Summer Workshops for Training Teachers to Use the Materials of the Industrial Arts Curriculum Project.

Pub Date 71

Note—194p.; Ph.D. dissertation; The Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Comparative Analysis, Data Collection, Doctoral Theses, Educational Innovation, *Industrial Arts, Industrial Arts Teachers, *Job Satisfaction, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, Questionnaires, Statistical Analysis, *Summer Workshops, Teacher Education, Teacher Workshops

The purpose of this study was to assess the effectiveness of the workshops, collect data to further enhance the programs, and determine the job satisfaction of the participants. The study involved 154 participants in nine 1970 Industrial Arts Curriculum Project (IACP) summer workshops for construction teachers. An achievement test, the Minnesota Satisfaction Questionnaire, and a followup questionnaire were used to collect data, and the Fisher's t-test was used to determine the mean score differences and to test the hypotheses. The findings indicated that: (1) There was a significant increase in teachers' knowledge of IACP content and process, (2) The criterion group of experienced IACP teachers scored significantly higher on achievement pretest than did the experimental trainees, (3) The mean achievement pretest score of the criterion group was higher, and (4) There was no significant difference in job satisfaction between those who elected to teach the IACP program and those who did not. It was concluded that the workshops were relatively successful, and that the organization and overall operation of the workshops appeared to be relatively effective. (Author/GEB)

ED 051 425 VT 013 422

Schmidt, Howard Raymond

Present Status of Experimental Aircraft Construction in the High School with Implications for the Industrial Arts Program.

Pub Date 71

Note—145p.; Ed.D. Dissertation; University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Aviation Mechanics, Aviation Technology, Bibliographic Citations, *Construction (Process), Data Collection, Doctoral Theses, *Experimental Programs, High Schools, High School Students, *Industrial Arts, *Program Administration, Program Improvement, Questionnaires

The primary purpose of this study was to collect data to provide information relating to the present status of high school programs in which experimental aircraft construction had taken place. A card and two questionnaires were utilized to obtain the data necessary to answer the questions posed in the study. The study covered the areas of personnel, students, organization and administration, curriculum, technical details of the aircraft constructed, and recommendations by teachers for similar programs. Conclusions indicate that the number of aircraft construction programs has been increasing during the past 10-year period and that teachers of these programs should have a strong interest in aviation. Recommendations are: (1) Teachers in high school experimental aircraft construction classes should join the Experimental Aircraft Association, (2) Classes should be carefully structured to make the program relevant to student needs, (3) Teamwork and problem solving in the class should be stressed, (4) Colleges should provide classes and workshops for qualified teachers, (5) The classes should be studied at 5- or 10-year intervals to ascertain changes in type and number of classes, and (6) The EAA membership should be surveyed to determine the number of qualified teachers. (Author/GB)

ED 051 426 VT 013 428

Gramberg, Merlyn Ludwig

Program Budgeting for Industrial Education.

Pub Date 71

Note—60p.; Ed.D. Dissertation; University of Northern Colorado

Available from—University Microfilms, Inc., 1764 Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Doctoral Theses, *Educational Accountability, *Industrial Education, *Models, *Program Budgeting, Program Costs, Student Costs

In recognition of the increasing concern for the expenditure of tax dollars and the resulting need for accountability in budgeting, this study provides a model for program budgeting at the collegiate level in industrial education. Course outlines for drafting and woodworking at the University of Northern Colorado were analyzed and activities were identified to determine student and course costs for fiscal year 1969-1970. The findings show that: (1) Student cost based on course activities can be identified and used to figure course and area cost, (2) Department financial records are necessary to determine student costs, (3) The number of contact hours in a course compared to credit hours has no significance for total cost, and (4) Estimates of yearly equipment costs require knowledge of life expectancy, maintenance records, student use, and student enrollment. The study concludes that a program budget can be developed when expenditures are known about areas such as woodworking, metalworking, and drafting. (BH)

ED 051 427 VT 013 429

Hauser, Roger Emmett

An Analysis of Industrial Technology Curriculum and Its Significance to the Casting Industry.

Pub Date 71

Note—211p.; Ed.D. dissertation; University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Curriculum Evaluation, Doctoral Theses, *Educational Needs, *Foundries, *Industrial Technology, *Job Analysis, *Metal Working Occupations, Questionnaires, School Industry Relationship, Statistical Analysis

The purpose of this study was to determine to what extent industrial technology programs are training technologists in light of the needs of the casting industry. To determine the type of curriculum needed to prepare individuals for entry into the casting industry, and to study industrial technology programs as they relate to metal casting, opinionaire forms were sent to 141 plant managers and to 50 casting instructors. The data from the returns, totaling 75.4 percent, were compared by frequency of responses, percentages of responses, and chi square statistical values. It was found that most industrial technology departments had one to ten graduates employed by the casting industry in 1970, and that middle management positions most likely to be filled by industrial technologists were quality control, production management, and plant superintendent. Some conclusions were that more interaction is needed between instructors and personnel of casting industries, that technology curriculums need improving, and that the industrial internship is a vital and necessary part of an industrial technology curriculum. (GEB)

ED 051 428 VT 013 430

Miller, James Arthur

Functional Competencies Needed by Industrial Arts Instructors to Adequately Perform in Contemporary Industrial Arts Laboratory/Classrooms.

Pub Date 71

Note—197p.; Ed.D. dissertation; University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan, 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Ability Identification, Correlation, Doctoral Theses, *Industrial Arts, *Industrial Arts Teachers, Laboratory Procedures, Questionnaires, Statistical Analysis, Supervisors, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, Teacher Educators, *Teacher Selection

To identify functional competencies needed by instructors who teach in contempora 7 industrial arts programs, 75 functional competencies were incorporated into a questionnaire sent to industrial arts educators and supervisors throughout the United States, Canada, and the District of Columbia. From the 438 responses, representing 78.2 percent of the total sent out, the data were reported in tabular form according to Spearman's coefficient of rank correlation. Pertinent findings were that: (1) Close agreement existed between educators and supervisors concerning the importance of the functional competencies, (2) Personal qualities and behavioral characteristics generally were rated the most important, and (3) Competencies in teaching methods and techniques were rated more important than competencies in course content and related information. One conclusion was that there should be valid methods and techniques devised to help screen prospective industrial arts instructors in order to determine that they possess these characteristics and personal qualities. (Author/GEB)

ED 051 429 VT 013 431

Washburn, Kenneth Reburn

A Comparative Analysis of the Mathematics Used in Industry by Electronic Technicians Having an Associate Degree.

Pub Date 71

Note—161p.; Ed.D. dissertation; University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-26,838, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Associate Degrees, Comparative Analysis, Doctoral Theses, Educational Needs, *Electronic Technicians, Employee Attitudes, Industrial Arts, Industrial Technology, *Job Analysis, *Mathematical Concepts, *Mathematics

Identifiers—New Mexico Highlands University

The purpose of this study was to collect data to determine the mathematical concepts used in everyday industrial work by technicians in the area of electronics, particularly the graduates of New Mexico Highlands University. The instrument used to gather information was constructed from information contained in related studies, textbooks, and a course syllabus of mathematics for electronic technicians. Questionnaires were then mailed to 55 graduates of the New Mexico Highlands University technology program and to 115 graduates of other institutions who were working in industry. The findings revealed that a wide range of mathematical concepts were used, that lower level jobs required basic math and that higher level jobs required calculus. The majority of tasks required the use of algebra and trigonometric concepts, and the data indicate that graduates are in all levels of technician work. A majority of the graduates felt that they were adequately prepared and preferred to have the electronic technology department teach the mathematics. (Author/GEB)

ED 051 430 VT 013 441

Evans, Rupert N.

School for Schooling's Sake. The Current Role of the Secondary School in Occupational Preparation.

Illinois Univ., Champaign.

Pub Date 4 Jun 68

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Planning, College Preparation, Cooperative Education, *Educational Change, *Educational Needs, Educational Objectives, Noncollege Preparatory Students, Obsolescence, *School Attitudes, *Secondary Schools, *Vocational Education

For a large portion of its student body, the school makes no conscious effort to prepare for the transition from school to employment. Instead, the school concentrates on preparing students for more school. About 20 percent of high school students receive some form of vocational education, but under pressure from the Congress, schools are beginning to recognize that they should meet the needs of a higher proportion of their students. Vocational education is devoting more attention now than formerly to the needs of the student and is placing less emphasis on meeting the narrow needs of the labor market. Although vocational education is criticized for being too narrow and specialized, this is rarely true. However, the principal method of evalua-

tion of vocational education (immediate job placement) places a premium on specialization. The major weakness of vocational education content lies in its exclusion of many important occupations. There are several types of obsolescence of vocational education, some of which are much more serious than others. The part-time cooperative method of instruction, broadened teacher education, in-school employment offices, and better instructional materials are means of minimizing obsolescence. (Author)

ED 051 431 VT 013 450

Vocational Education Activities in Kansas, 1968-1970.

Kansas Vocational Education Research Coordinating Unit, Topeka.

Pub Date [71]

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Budgeting, Disadvantaged Groups, Educational Facilities, *Educational Programs, Enrollment Trends, Handicapped Students, *Manpower Development, Post Secondary Education, *Program Administration, Remedial Programs, Research Projects, Secondary Education, *Vocational Education

Identifiers—*Kansas, Vocational Education Amendments of 1968

This report was developed in response to a request from the Chairman of the General Subcommittee on Education of the House of Representatives Committee on Education and Labor for use in hearings on revisions of the 1968 Amendments to the Vocational Education Act of 1963. Background information regarding the distribution of the population in Kansas, socioeconomic trends, and the educational structure is given, followed by a detailed overview of vocational education in the state. in the overview, some items that are discussed are: (1) access to vocational education, (2) various programs and enrollments, (3) remedial programs, (4) administration of the program, (5) facilities, (6) finance, and (7) activities of the State Advisory Council. Abstracts of some major projects undertaken by the state division are presented, as well as a summary of administrative problems. Specific recommendations for change were that: (1) When adequate, overall matching of funds is maintained, the State should be allowed to pay for planning, research and development services solely with Federal monies, (2) Institutional manpower programs should be put under the jurisdiction of vocational education, and (3) Regulations for the reimbursement of excess costs for disadvantaged students should be clarified. (GEB)

ED 051 432 VT 013 605

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Spring 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—10,631p.

EDRS Price MF-$33.66 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, *Indexes (Locaters), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Spring 1971 issue (VT 013 606) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 051 433 VT 013 606

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Spring 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—258p.

Available from—ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly--Fall, Winter, Spring, Summer, $11.00 per year)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locaters), Information Dissemination, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Individuals with Special Needs, (6) Research Design, Development and Utilization, (7) Students, Occupational Guidance and Other Student Personnel Services, (8) Teachers and Teacher Education, (9) Teaching and Learning, and (10) Other Resources. Indexes provide the approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 013 605). (CD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — **ED 013 371**

Ability

Variables Related to Outcomes of Engineering Students of Differing Occupational-Educational Backgrounds. ED 050 374

Ability Identification

A Factor Analysis of Professional Education Competencies and Community College Instructors of Trade and Industrial Education. ED 051 419

Functional Competencies Needed by Industrial Arts Instructors to Adequately Perform in Contemporary Industrial Arts Laboratory/Classrooms. ED 051 428

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A Map Drawing and Map Reading Exercise. ED 051 036

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Academic Achievement

An Analysis of Certain Interpersonal Aspects of the Home and School in Low Socioeconomic Areas Relating to Student Achievement. ED 050 484

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The Effects of Differential Reinforcement in the Discrimination Learning of Normal and Low Achieving Children. ED 050 389

Interpretive Study of Teaching Behaviors Related to Student Achievement. Final Report. ED 051 116

[Las Cruces Bilingual Education Project, Evaluation Report: 1969-70.] ED 050 840

National Assessment of Educational Progress: Art Objectives. ED 051 255

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Survival Skills and First Grade Academic Achievement. Report #1. ED 050 807

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Non-Intellectual Correlates of Black and White Student Grades at the University of Maryland. ED 050 680

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America, a Pluralistic Community: A Myth or Fact. ED 051 349

The Occupational Adjustment of Cuban Refugees in the West New York, New Jersey Area. ED 051 366

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The Education of the Mexican-American. A Summary of the Proceedings of the Lake Arrowhead and Anaheim Conferences. ED 050 844

Goal Setting: Review of the Literature and Implications for Future Research. Working Paper Number 47. Report from the Project on Variables and Processes in Cognitive Learning. ED 050 413

Measurement in Education: Interpreting Achievement Profiles - Uses and Warnings. ED 051 300

Relation of Quantity and Quality of Counselor Verbal Participation to Outcomes of Group Counseling. ED 050 366

Research on Teaching Business and Commercial Subjects. ED 051 377

Achievement Tests

Exploration of the Structure of Selected Reading Readiness Tests. ED 050 895

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A Developmental Study of Conceptual, Semantic Differential, and Acoustical Dimensions as Encoding Categories in Short-Term Memory. Final Report. ED 050 385

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Theory of the Film; Character and Growth of a New Art. ED 050 563

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Administrative Guidelines for High School Activism. ED 050 493

Administrative Reaction to Student Disruption. ED 050 451

All Is Not Quiet on the Academic Front. ED 050 360

The Constitutional Rights of Public School Students. Research Development Service Bulletin; Vol. 14, No. 6. ED 050 453

Student Activism -- and Involvement in the Educational Program. Federation AdHoc Committee Report, January, 1970. ED 050 488

Student Strike: An Educational Career Decision for Student Teachers. ED 051 121

Toward a More Human School. A Report on Five Conferences Involving Students, Teachers, and Administrators. ED 051 005

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Opportunities for Improving Administration of Federal Program of Aid to Educationally Deprived Children in West Virginia: Report to the Congress. ED 050 878

Organizational Climate: Another Dimension to the Process of Innovation. ED 050 463

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A Sensible Assessment of Student Rights and Responsibilities.
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Student Activism -- and Involvement in the Educational Program. Federation AdHoc Committee Report, January, 1970.
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Training Package Turns School People into Instructional Planners.
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What Is the Future Role of the School Administrator?
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Administrative Policy
Charters, Constitutions and By-Laws of the Indian Tribes of North America. Part XI: The Basin-Plateau Tribes. Occasional Publications in Anthropology, Ethnology Series, No. 12.
ED 050 841
Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part X: The Northwest, and Alaska (cont'd.). Occasional Publications in Anthropology, Ethnology Series, No. 11.
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Charters, Constitutions and By-Laws of the Indian Tribes of North America, Part XII: The Basin-Plateau Tribes (cont'd.). Occasional Publications in Anthropology, Ethnology Series, No. 13.
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Foreign Language Practices: A Decade of Change? Fifth Annual Survey.
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A New Order of Educational Research and Development.
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State Plan for the Delivery of Special Education Programs and Services.
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Administrative Principles
Migrant Education Administrative Handbook.
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Administrative Problems
Improved Administration Needed in New Jersey for the Federal Program of Aid to Educationally Deprived Children. Office of Education, Department of Health Education and Welfare B-164031(1). Report to the Congress.
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The Report of the Ontario Committee of the Commission on Emotional and Learning Disorders in Children.
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A Workshop in Community College Administration: Proceedings 1970.
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The Ann Arbor Public Schools Participative Model In-Service Staff Development Project. Terminal Report.
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A Comparative Study of the Evaluation of Collegiate Cooperative Education Coordinator Functions.
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Junior College Community Service Personnels' Cognition of the Cooperative Extension Service.
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Perceptions and Attitudes of Administrative and Counseling Staffs Toward Drug Use and Abuse in Nebraska Junior Colleges.
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Administrator Background
An Analysis of Educational Status, Needs, and Aspirations of Professional Personnel in Alabama Junior Colleges. Final Report.
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Organizational Climate: Another Dimension to the Process of Innovation.
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Statement of the Board of Trustees, National Urban League on Open Admissions in American Colleges and Universities.
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Open Admissions and Programs for the Disadvantaged.
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Profile of BMCC's First Open Admissions Entry Class, Fall 1970.
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Selection and Academic Performance of Students in a University School of Architecture.
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Adolescents
Black, White, and Brown Adolescent Alienation.
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Developing a Language Arts Curriculum for Nonacademic Teenagers.
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Playfulness and Creativity: Some Developmental And Situational Aspects.
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Adult Basic Education
The Appalachia News; Mississippi State Module. Final Report.
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Curriculum Proposal for an Adult Basic Literacy Program for Implementation in Remote Communities in Northern Saskatchewan.
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An Evaluation of Adult Basic Education in the State of New York.
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Proposal for a Job Preparedness Center at Saltville, Virginia.
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Town and Country Mobile Classroom; Mississippi State Module. Final Report.
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A Model of Developmental Changes in the Work-Life of the County Agent.
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Evaluation of the Selective Dissemination of Information (SDI) Program for the Aerospace Materials Information Center.
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Verbal Behavior in the Training Group Setting of Individuals Differing in Conceptual Style.
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Black Studies as a Curriculum Catalyst.
ED 050 709
Black Studies: Related Learning Materials and Activities in Social Studies for Kindergarten, Grade 1 and Grade 2. Curriculum Bulletin, 1970-71 Series, Number 3.
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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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